

# **HIGH-SCHOOL JOURNALISM**




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## **HIGH-SCHOOL JOURNALISM**



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# HIGH-SCHOOL JOURNALISM

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*1956*

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Public Schools*

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**NEW YORK: THE MACMILLAN COMPANY**

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# Some Suggestions for the Teacher

## INTRODUCTION

SINCE 1950 there have been notable changes in school publications. This book has been prepared as a basic text for high-school journalism and a guide for modern publication work.

1. The book begins with the more elementary principles of reporting and moves progressively through the thirty-one chapters to the more intricate aspects of producing school publications. Each chapter represents a three-step study approach to the topic under consideration: (1) a discussion of the basic principles of the subject, (2) ample examples from school publications for reference study, and (3) exercises for the student's application of the principles learned. Throughout, the approach is always—first *study*, then *practice*. The text is, in a sense, a self-directive course of study.

2. Part I gives the student practice in reporting the various types of stories, such as the news story, the advance, the follow-up, the interview, the feature, the editorial, the speech report, and the column. The basic rules of good composition are emphasized, and the seventeen chapters of Part I stand as a course in practical composition.

3. Part II emphasizes the organization, management, and aims of student publications, especially the newspaper. It treats the every-day problems of editing and financing newspapers, yearbooks, and magazines. Advanced study in reporting and writing is also included. The table of contents shows the broad range of these fourteen chapters.

4. As well as serving the educational development of the student, the text is planned to bring student publications up to a level of maximum service to the school.

5. Critical study and understanding of the daily newspaper is provided through the exercises at the close of each chapter.

6. Although not intended as a vocational course, this text will enable the student to explore journalism to the helpful extent of knowing whether or

not he wishes to continue the study on a professional basis after leaving high school. The instruction given here in journalistic reporting and writing will stand the test of cub reporting in the daily field.

7. In addition to these more technical aspects of newswriting, the book in its approach emphasizes and provides for student development in such broader aspects of education as group loyalty, democratic action, co-operative effort, individual responsibility, self-expression, self-direction, and leadership.

**Laboratory method of instruction.** In our experience in teaching high-school journalism, we have both found the laboratory method of instruction much more effective than the daily recitation, and consequently the long-unit assignment more desirable than the daily assignment. A description of this method follows.

### A SUGGESTED PROCEDURE FOR BEGINNING ADVISERS

The week's work begins on Monday when a new topic is introduced to the class. The teacher first discusses the work of the previous week, the corrected jobs being passed back to the group at the time. This done, he approaches the new topic with discussion, black-board work, newspaper examples, references to specific readings, and other such steps of motivation. This introduction will perhaps take the full period. The class members then proceed by reading supplementary references as well as the treatment of the topic as given in this text. Their next natural step is to collect the examples from newspapers asked for in the work sheet at the end of the particular chapter. They are then ready to begin their own writing. A student hands in all of his work at the close of the period on Friday.

Once the introduction of the week's topic is past, and the students are sufficiently motivated to proceed with the work in groups or individually, the teacher acts as a director of learning,

working with first this or that group or individual. This laboratory-type procedure not only gives the student individual help but also enables the teacher to see the actual progress of each. When the jobs come in to be marked at the end of the week the teacher already has a fair appreciation of the work done. If students have not followed this in-class-activity plan, a natural alternative has been to coast along during the week and then put out maximum effort Thursday night before the work is due on Friday. Such students cannot profit to the fullest extent from the learning opportunities offered them, for this suggested laboratory plan is directly opposed to the old method of daily teacher-assignment in class, pupil-preparation outside, climaxed with lesson-hearing the following day.

Newspaper work calls for pupil activity in an atmosphere that approaches as nearly as possible the news office in which the pupils will eventually edit the school paper. This beginning education



should include training in the proper working habits as well as practice in writing the various types of stories.

At times during the week when it seems natural and practical, the instructor will call the group to attention for discussion concerning some point that has arisen. Thus, the group discussion that is provided comes spontaneously from a felt need, and is not the mere handing back to the teacher of information assigned to be learned.

In opening this course for beginners, the teacher will no doubt want to spend a few days in a general treatment of the journalistic field, with specific references to the high-school field. So much will this general introduction vary with the purpose and past experience of the adviser that Introductory Chapter I should be looked upon as a suggestive help rather than as a step-by-step recommendation of the authors. If the first semester's work is actual training for staff membership, not more than one

week can be spared for this orientation. Otherwise, an adviser may want to build up a two- or three-week unit before actually going into technical training in writing. It is suggested that one or two of the advanced news students act as assistants in the beginning class, thus developing their own abilities as they are sharing their experience with others.

At the end of each chapter we have developed for that particular topic a work sheet including twelve or more learning exercises that will constitute a week's work for the student—an assignment sheet that he can follow on the laboratory plan. In this manner of directing the work of a beginning class, the teacher may from time to time turn his attention to staff members who are in and out of the room in connection with the work of the paper itself. Thus the work of the beginners is not interrupted as would be the case were the procedure the daily-assignment, question-answer method.

### *Advanced Training*

Once on the staff, the newswriter's training should not stop, nor should it be limited to the actual practice he receives in helping to issue the school paper. If planned properly, the work of editing the school weekly need take but three of the week's five class periods. The other two should be devoted to a more formal instructional program, planned by the teacher to develop the staff along the lines of their particular weaknesses and needs. Regular assignments on these days will in the long run be appreciated by the group, in spite of the contrast to the freedom of the other three days' work.

It is with such a procedure in mind that the second part of the book has been prepared. The topics treated have been selected from scores of possibilities as those most likely to be of common worth to the average school newspaper staff. The exercises at the end of the chapters in Part II are more than ample for study. In fact, they have been made as extensive as those in Part I to enable the teacher who wishes to shift chapters about from semester to semester. It is quite possible that no two teachers will want to follow exactly the same arrangement of chapters.

# NC Hi Times

Vol. XXVII, No. 2 New Cumberland High School, New Cumberland, Pa. November 25, 1953

Seniors enact 3 act comedy  
November 20; Stoker, Winter  
Mearkle, Kauffman take leads

Marie's Spectator

Performing before a record breaking audience estimated at 400,  
fifteen seniors enacted their comedy show play, *The Little Dot*

## LINE O'TYPE

All American (N.S.P.A.) — First Place (C.S.P.A.)  
MOLINE SINGING HIGH SCHOOL and COMMUNITY COLLEGE



UNIVERSITY CITY, MO., MAY 26, 1953

U. C. Musicians Perform  
At Concert and On Tour

The just concluded concert  
of the group was presented on  
Thursday, May 21, at 8:00 o'clock.  
The musical numbers opened the  
program and included in their pro-  
gramme the first movement of  
the *Paraphrase in G Major* by Franz  
Schubert, a study of *Two Dances*  
by the same composer, and the *Polka*

Junior-Senior Prom  
To Be Held June 6

The annual Junior-Senior Prom  
will be held on Saturday night,  
June 6, at the school gym. The  
dinner, given by the Junior class,  
is better of the students and it is  
having the music of tonight they  
will start at eight o'clock and will  
last until twelve.  
The proceeds of the *Junior Prom*

"MOE-BOT" and "FISHER-CRAFT"  
GLIDE INTO GOVERNMENT COVE



PRINCE  
phantom of  
from "The  
Robert Red-  
and "Small"  
piano and  
off-key had  
Helen who  
sing along.

"WAIT Till  
can hear of  
gone, but all  
exclaims. It  
looks as if  
suddenly a  
strong like.

Board:  
jointur

"A joint as  
and some

19% of Students  
Earn Honor Roll

the United and twenty-eight

**Examples from school publications.** Since any school has available good daily newspapers, it seemed logical to include here only examples from school publications. These examples enable the reader to study a good cross section of the work of student journalists. Although offered as worthy representatives of the points they exemplify, the examples were not picked as the best. There was the practical problem of going through hundreds of publications, and in the case of each example turning down ten others equally as good. In the larger cities, the work of one or two schools was taken as representative of the school system in general. In addition to offering suggestions in publication work, these examples give the reader an idea of the interests of students the country over. Lunchroom order, study habits, social life, and school government are typical of the matters of common concern.

**Types of newspapers.** It is to be noted that there are three common methods of reproducing school papers: (1) regular printing, sometimes called letterpress; (2) offset printing, a lithographic process; (3) duplicating or mimeographing. The three methods are described in Chapters 23 and 31 and the advantages and extent of use of each are treated.

**The school paper as a teaching project.** The modern high school uses publication work as an outlet for practice in composition. To learn to write well one must practice writing, just as to learn to swim one must practice swimming. Journalism teachers use the newspaper, the yearbook, and the magazine as motivation for good written expression. Students who write for

print can see composition and rhetoric as something meaningful to their own interests and purposes. It is common to offer journalism as a regularly credited course in the English department of the modern high school. If the school is too small to do so, the students can still receive the benefits of publication work under the direction of a good adviser.

As will be noted in the make-up of this book, the authors recognize the great contributions that have been and are continually being made to this field—by national school press associations, those advisers who have stood for the ultimate possibilities in the work, the school papers that set the standards, the school press magazines, and the texts devoted to the subject.

It is believed that the success of a newswriting class depends to a considerable extent upon the newsroom setting. A room equipped with tables and chairs, enabling the students to work naturally in small groups, is recommended. A cabinet of supplementary journalism texts and magazines and school and daily newspapers is indispensable.

**For help given.** The authors wish to express their gratitude for courtesies and aid extended to them by Fred Kildow, National Scholastic Press Association; Joseph Murphy, Columbia Scholastic Press Association; Edward Nell, Quill and Scroll; and advisers and editors all over the country.

This book represents a thorough revision of the earlier editions published a few years ago. The reorganization and rewriting of the text was based on the experiences of journalism teachers all over the country, who so willingly advanced their suggestions and so kindly encouraged the work of revision. We are most appreciative of that help.

HAROLD SPEARS  
C. H. LAWSHE





*Student editors  
at work*

Withrow High School  
Cincinnati, Ohio

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# Part 1: Theory and Practice in the Fundamentals of Newswriting



*From the Byrd High Life*

Byrd High School  
Shreveport, Louisiana





# 1. Entering the Field of Student Journalism

## WRITING FOR PRINT

THE WORLD is full of news, being gathered at all hours of the day and night by diligent reporters, who funnel their findings through a far-flung network of press associations to the thousands of newspapers that in turn carry the accounts daily to their readers. One of the country's great newspapers, *The New York Times*, recently pointed out: "There is a popular conception of the newspaper man as a bold and dashing character flinging himself aboard a fast plane headed somewhere, always somewhere, in his eternal quest for news. It is only partly true of course. Many newspaper men, great ones, too, rarely leave their desks. A great newspaper needs great reporters, certainly. But it must also have informed and sagacious editors."<sup>1</sup>

This particular metropolitan newspaper receives something like a million words every 24 hours. By wireless, cable, telephone, and telegraph they pour in from some 19 various news services, as well as from the paper's own staff of correspondents. These million words are intercepted by 65 editors and copy-readers who strip them down to a daily output of about 145,000 words for the readers.

On the opposite page is a photograph of some of these *Times* deskmen, busily engaged in editing the vast intake of news. They set an example for student editors as they work to protect their readers from carelessness and inaccuracy, bias and bad taste, while cutting duplication and the unimportant. Like the city daily, the school newspaper must balance good reporting with good editing. It too carries the obligation of accuracy, reliability, and good taste. For both the reporter and the editor, student journalism presents an advantage over the daily press. They live in, and consequently experience first hand, the entire field of coverage—namely, the school. This provides an unusual opportunity to be accurate, to be reliable, and to show good taste.

<sup>1</sup> *The New York Times* information and photograph are carried with permission of the paper, being adapted from an advertisement that appeared originally in *The New Yorker*.



**Enter student journalism.** Newswriting is a distinctive kind of writing, as you will find out in this course—a type of writing that may call for some “unlearning” as well as some learning on the part of the beginner. The one who can write a good composition is not necessarily ready to report for the school newspaper. In good compositions the main point or the climax is usually found somewhere between the middle and the end of the account. But in the typical news story the important thing is told in a short, first paragraph, and the details are dropped in later, the most trivial coming late in the story.

Newswriting, because of its unique characteristics such as the one just mentioned, has a distinctive terminology, known to the editors, reporters, and printers who engage in putting out newspapers. For instance, do you know—

1. Where the staff keeps the *grapevine*?
2. That you can't *editorialize* in a news story?
3. What a *by-line* is?
4. Why most newspapers use *column rules*?
5. When a story meets the *cut-off test*?
6. That many newspapers have *ears*, and that quite often they box them?
7. That most newspapers use the *down style*?
8. What *families of type* appear in your school paper?
9. Who has the responsibility for *killing* stories?
10. That in the case of the four-page paper, pages two and three are usually *put to bed* before pages one and four?
11. Which comes first—*proofreading* or *copyreading*?
12. What's above the *fold* of the front page?
13. A *sig-cut* when you see it?
14. Why a *morgue* is a necessary part of any live newspaper office?
15. That every newspaper has a *flag*, but that it doesn't wave?

Later on you'll have an opportunity to study the vocabulary of journalists and to use it to help you in the work of reporting and editing. In Example 1 is a story picked at random from one of the thousands of high-school newspapers published each week during the school year. Notice the terms, listed at the side of the story, that have to be used when we discuss the parts and the characteristics of the account. Yes, there's a lot to learn, but there's fun ahead also. The early chapters of the book help you to learn to write the many types of stories that appear in print, such as the news story, the interview, the speech report, the editorial, the feature, the human interest story, and the column. They're all a necessary part of a good school newspaper, and it is essential that the reporter be able to recognize their differences.

# Key Club Convention Called 'Finest Ever'

By Sonia Smith

"Finest Key Club Convention I've ever seen," commented outgoing District Governor Hugh McLean, Glasgow, as Montana's Sixth Annual Key Club Convention drew to a close Saturday, March 28, at the Hotel Florence.

## 142 Register

Registration showed that 142 boys had attended, with 11 of the 14 Montana clubs present.

Preliminary arrangements and registration took place Thursday evening and part of Friday morning until the convention officially

### Winners

Contest winners were: talent—Tom Schumaker, Butte Central (piano); oratorical—Lee Hightower, Butte; attendance—Glasgow; achievement report—Missoula.

opened at 9 a.m. in the Governor's Room of the Florence. Formal welcoming speeches, reports, a Governor's panel, and an oratorical contest filled out the first session. A mixer in the high school lunchroom with Missoula high girls as guests ended Friday's activities. The traditional Key Club talent contest added entertainment.

## Boys Tour University

Escorted by university ROTC girls, Key Clubbers visited Montana State University as one of Saturday's highlights. Interiors of three new buildings not yet completed—the women's center, the boys' dormitory, and the music building—were included in the tour. The university Aqua-Maids presented eight swimming acts, and the music department's Jubileers, under the direction of Lloyd Oakland, sang.

The new Montana District Governor of Key Club International is Bill Slaven of Billings.

←This is a *one-deck headline*.

←The *by-line* of the story.

←The *lead* of the story, which begins with a *quote*.

←This is a *sub-head*.

←This is a *box*.

←Another *sub-head*.

*The Konah*  
Missoula County High School  
Missoula, Montana

Example 1

## STUDENT JOURNALISM—AN EXTENSIVE FIELD

There'll be ads to sell, and copy to read, and subscriptions to get, and proof-reading to do, and papers to circulate. Somebody will draw the cartoons, and somebody will plan the make-up of the pages, and somebody will take the photographs. Every week millions of high-school students of America eagerly await their school papers, as indicated by these two typical news items clipped from two typical school papers, the *Collinwood Spotlight* of Cleveland and the *Central Student* of Detroit:

Paid subscriptions now total \$1176, with ten homerooms still owing about \$20. This together with subscriptions coming in from alumni will bring receipts to the goal of \$1200.

Another record was broken when over \$1100 was paid to the Spotlight at the end of two weeks' collections.

Smashing all previous "Student" sales records in its history, the *Central Student*, for the second successive semester, crashed through with more than 3,000 subscriptions signed up for the first issue of the fall term. At the time of this writing, there are exactly 3,055 subscribers out of the 3,438 pupils enrolled in Central. This means that nearly ninety per cent of Central's citizens are "Student" subscribers.

The number of copies of the paper sold in the school is a good indication of the interest of the students in reading it. There is no school newspaper that is as good as it might be. There's always a place for new talent, new ideas, a new sales appeal.

A few years ago the estimate was made that the annual bill for production of high-school publications, including paper, printing, and engraving, amounted to twenty millions of dollars. The small paper easily brings in two hundred dollars a year on advertising, while the larger papers and yearbooks get a thousand or two just as easily. The circulation figures of school publications are at times astounding.

**History of student journalism.** Somebody has yet to write the history of high-school journalism, but it is known that most school newspapers did not originate until after 1920. The first of the national school press associations was not founded until 1921, and the field of student journalism was indeed barren before those organizations added their encouragement to its cultivation. The records show a few early papers, as *The Aspirant* and *The Constellation* in the Girls High School, Portland, Maine, 1851; *The Effort* of the secondary school of Hartford, Connecticut, 1851; and *The High School Thesaurus*, Worcester, Massachusetts, 1859.

The rapid growth of the high-school newspaper between the years 1920 and 1940 was not accidental. The educational values of the project, once rec-

ognized, caused the movement to sweep the country like wildfire. Half of the school newspapers that exist today had their origin during those twenty years. This growth has come because student journalism presents a field of worthwhile endeavor that is alive and stimulating, one in which students like yourself can see themselves develop through meaningful educational activities. Writing stories that are good enough to print, selling advertising that will bring a financial return to the merchant, and meeting the responsibilities that mean co-operation in getting each issue out on time are typical of the endeavors that mark journalism as valuable to the curriculum. It is a common practice for the high school to recognize newswriting as a classroom activity worthy of credit toward graduation.

One authority on student journalism writes that over half of the 26,000 high schools in the country have a school publication of some kind; while another press leader estimates that there are around 5,000 really good high-school newspapers, 3,000 yearbooks, and 1,000 magazines. To publish a paper is no small undertaking. The staff of a five-column, four-page paper turns out at least 8,000 words of copy for each issue, while the student creative work that goes into the larger papers may run as high as 15,000 to 20,000 words for the regular edition. The seven-column paper, in a special edition of 16 pages, often carries as high as 60,000 words of copy.

Journalism in high school is not usually taught with the idea of making newspapermen and women out of all who come in contact with it. While it is true that more and more students who work on high-school publications enter the field of journalism or fields closely related to it, still the vast majority of students who take journalism courses or who work on school papers will never enter the newspaper world or other occupational fields closely related to it. Why, then, you ask, is high-school journalism taught?

**Purposes of student journalism.** Most schools that have journalism courses have set up a number of aims or objectives to guide the work. The list that follows is a representative set of objectives for a beginning newswriting course.

1. To prepare for work on a high-school newspaper.
2. To acquire habits of clear, concise written expression.
3. To acquire a critical attitude toward news and an ability to evaluate the worth of publications through wide and intelligent reading of newspapers and periodicals.
4. To acquire poise, tact, and self-confidence in business and social relations.
5. To acquire skill in collecting, condensing, and organizing material from all sources of information.
6. To discover and develop interest in creative, functional composition.
7. To learn the history and ethics of the newspaper profession.

In some schools the staff of the paper and the adviser have worked out the functions of the paper itself, and have posted them in the newsroom as a guide. A typical example follows.

## FUNCTIONS OF THE SCHOOL PAPER

### *Aids to the School*

1. To educate the community as to the work of the school.
2. To publish school news.
3. To create and express school opinion.
4. To capitalize the achievements of the school.
5. To act as a means of unifying the school.
6. To express the idealism and reflect the spirit of the school.
7. To encourage and stimulate worth-while activities.
8. To aid in developing right standards of conduct.
9. To promote understanding of other schools.
10. To provide an outlet for student suggestions for the betterment of the school.
11. To develop better interschool relationships.
12. To increase school spirit.
13. To promote co-operation between parents and school.

### *Aids to the Pupil*

1. To provide an opportunity for interesting writing.
2. To give students the opportunity to learn how to read newspapers.
3. To act as a stimulus to better work.
4. To develop students' powers of observation and discrimination concerning relative merits of news articles.
5. To serve as an outlet and motivation for journalistic writing.
6. To offer training in organization, business methods, commercial art, salesmanship, bookkeeping, and business management.
7. To develop qualities of co-operation, tact, accuracy, tolerance, responsibility, initiative, and leadership.

**Your work in this course.** Each of the remaining chapters in the first part of this book will serve as an introduction to a different type of work to be performed on your school paper. You will not be equally interested in all of them. For this reason, you should enter into each new field in the spirit of trying to determine whether or not you are fitted to perform the particular tasks set up in that chapter. If you will consider each chapter as an opportunity to familiarize yourself with that specific type of work, you should be able to go a long way toward finding that field in which you can profit most and in which you will be able to serve your school newspaper best. The authors and publisher have exerted every effort to make this book appealing to you. The



examples selected are representative of the quality of work that high-school students are turning out week after week all over the country. May they serve as standards which you will endeavor to meet or even surpass.

Beginning newswriting is a science of rules and principles which must be mastered if the learner is to develop into a good newspaper worker. However, these rules and principles have only recently been on the records—just since journalism schools and journalism classes have been in existence. They have been stated after a careful analysis of good newspaper writing in practice in this country. It is common law among newspaper reporters that the most important thing comes first in the news story. It is also common law that the writer's opinion has no place in his news stories.

In spite of these and all the other points the following chapters are going to treat, we must remember that newspapers were published before the rules were invented. For instance, in Chapter 3 you will learn to classify leads, but leads were written long before they were ever classified. As you move into the work of the paper itself, you will realize that the stronger the student the more flexible the rule. Be yourself in high-school journalism. Don't try to be a Winchell or a Lippmann. Winchell is Winchell because he was always himself and never tried to be a Brisbane. Brisbane was Brisbane because he was himself and never tried to be a Greeley.

**The approach to work.** Unless your teacher indicates otherwise, you will follow a classroom procedure that is outlined quite specifically in the twelve suggestions that follow.

### GENERAL SUGGESTIONS FOR BEGINNING NEWSWRITERS

1. The newsroom is to be considered a laboratory rather than a mere classroom. When you come in, go immediately to work at your particular task. Do not wait to be called to order, for here you work independently or in small groups as in an office. At times you will be called together for discussion, but ordinarily this is not a class of questions and answers.

2. The teacher acts as a director of learning and is here to help you. Do not hesitate to ask for assistance.

3. Following this instruction sheet are a number of chapters taking up the different forms of newswriting. Each chapter is followed by a work sheet, the two comprising a week's work unless otherwise indicated. Each Monday you will begin a new chapter, taking each in the order in which it appears unless directed differently by the teacher.

4. The entire week's work is to be handed in at the close of the class period on Friday. No work is to come in on other days unless called for by your instructor. Late work must wait until the next Friday. Do not move ahead into the next job sheet until the present one is completed. In handing in the week's work, stack the respective jobs in numerical order and clip all the sheets together.



5. In beginning a week's work, read the complete chapter in this book first. When you have finished the chapter, proceed with the individual steps, working at your own speed and on your own plan, doing as many jobs as you feel constitute a fair week's work.

6. All work is to be done on 8½" x 11", unruled white or yellow copy paper. Do not use ink. Use soft pencil or typewriter. Double or triple spacing provides room between the lines for corrections.

7. You will notice that in practically each week's work you are asked to clip examples of the particular week's stories from papers. Perhaps it would be well to do these jobs immediately after your reading. Take all examples from daily papers unless the school paper is specifically mentioned. All these clippings are to be mounted.

8. Follow the sample below for the heading at the top of the jobs that are to be handed in.

### *Work Sheet 1 Step 3*

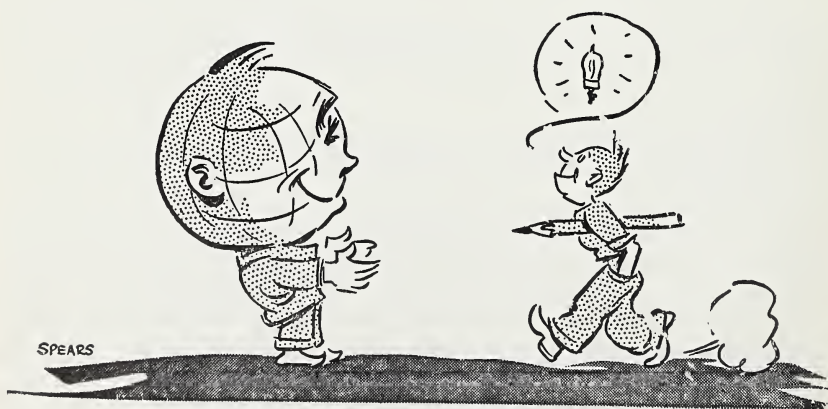
*Hugh Forster*

9. When jobs indicate that articles are to be written, always take your topics from actual school life. Use neither imaginary topics nor those removed from school activity. Indicate at the end of each story the number of words it contains.

10. Read two good metropolitan newspapers daily.

11. Your teacher will give you other general instructions as the work progresses. When class discussion is held, substantiate your views, whenever possible, with examples clipped from newspapers.

12. This course is your opportunity to prepare yourself for work on the staff of the school paper. The jobs outlined cover the field, and there is no limit to the amount of work you can do on each week's job. Although not primarily taught for that purpose, high-school journalism has for many students pointed out the way to professional journalism as a lifework.



The world is waiting for people with ideas.

## WORK SHEET NUMBER 1

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*Step 1:* Read this chapter carefully and try to find other references to read on each section if possible.

*Step 2:* What is the main distinction to be made between a list of objectives for a beginning newswriting course and a list of purposes or functions of the school paper itself?

*Step 3:* Does your school have a set of objectives for its journalism course? If so, discuss them and compare them with the list in the book. If not, prepare a list as a class project.

*Step 4:* Does your school have a set of purposes for the school paper? If so, discuss them and compare them with the list in this chapter. If not, prepare a list as a class project.

*Step 5:* Can you answer the questions that appeared on page 4 of this chapter? There is a list of newspaper terms elsewhere in the book that will help you with the new terms.

*Step 6:* How many students subscribe to your school paper each year? What percentage of the student body is that? How does this compare with the sale of papers mentioned in the *Collinwood Spotlight* and the *Central Student*?

*Step 7:* Study carefully the last two issues of the school paper, to determine which material is of interest to most of the students. Is it right to include articles that interest only a few readers? The class should discuss carefully this matter of student interest in the paper.

*Step 8:* In the case of your favorite local newspaper, determine the material received from news services, and indicate which of it would be subject to local editing.

*Step 9:* Now that you are rather well acquainted with the classroom procedure that is to be followed in this course, compare it with the procedures in other courses that you have taken, such as history, regular English, algebra, and foreign language. Why are there apparent differences?

*Step 10:* How are staff members selected for your school paper? What are the requirements that you will have to meet if you make the staff? How do you propose to use this course to help you achieve that goal?

*Step 11:* How is the future welfare of the school paper tied into your own ambitions for your own journalistic advancement? Do you see now possible improvements in the paper that might be brought about once this class carries the heavy responsibility in publishing the paper?

## 2. Learning to Recognize News Stories

### NEWS SOURCES

EVER SINCE it was first used in England almost three centuries ago, the word *newspaper* has distinguished that publication from other periodicals as one whose primary purpose is the printing of news. Although the modern newspaper carries to its readers much of interest and entertainment that cannot qualify as news, yet its chief characteristic and justification for being is still its day-by-day reporting of the timely happenings that affect directly or indirectly the lives of its readers.

So also the school newspaper holds its position in the realm of student publications because its chief characteristic is the coverage of the news of the school, as distinguished from the main purposes of the yearbook, the magazine, and the handbook. The yearbook serves as a memory, the magazine gives outlet to literary endeavor, and the handbook guides the new student into the life of the school.

**What is news?** If you were to ask a group of newspaper editors the question, "What is news?" perhaps most of them would first say something about the reader, possibly that news is what interests the greatest number of readers. Editors must study their readers as much as they must study the events that are happening, for only if they hold the interest of the readers can they sell their newspapers. And, after all, journalism is a business.

In a large city the readers of one newspaper make up a distinct set of consumers of news, quite distinct from the readers of another newspaper. The readers of any metropolitan paper act as a great influence upon the policy of that paper. It is just as important for the student editor to know his readers. Taking journalism as a whole, perhaps it can be said first that *news is what interests the reader*. It does not necessarily follow that the news which interests or excites the greatest number is the most important event that is being reported in the paper.

*News is what has just happened*—what has just been announced for the first time and what is timely. Timeliness is a basic requirement of news.

Fact, not fiction, makes news. The basic feature of a newspaper, which distinguishes it from a magazine, is its news stories, its accounts of things that are happening right now—since yesterday's paper was issued. The reporter or editor needs to report them honestly and accurately. Now and then a newspaper "colors" the news—that is, its stories may include some facts, but other facts, important to the story, have been intentionally left out in order to give a distorted, or "colored," picture of the news.

News is what is happening to people. Here the reader's biggest interest will be in the stories about people whom he knows.

A good editor can begin with the four basic facts about news that have just been outlined and project his own good thoughts and practices beyond them. If he is a good editor, he will not be content to give his readers just what interests them at the moment. He will want to go beyond and think of the public welfare. There is the obligation to arouse interest in significant news even if it is apparent in the beginning that the average reader lacks such concern.

Yes, the responsibility of the newspaper goes beyond reader interest, on over into the area of social good. The influence of a good newspaper means much in the progress of a community. The influence of the school paper for good, for right action, for school improvement, for pupil progress and achievement, is demonstrated year after year in school after school throughout the country.

These obligations of the newspaper are well phrased in the journalism course of study used in the Cincinnati, Ohio, public high schools. It lists as two main purposes of the newspaper: (1) to keep the people informed accurately, truthfully, and fully, and (2) to strengthen our democratic institutions by regarding the public welfare as primary in all considerations. So the newspaper collects, edits, interprets, and then prints its main commodity—news, and in doing so draws from and gives back to both the personal and the community affairs of its readers.

**Two variables.** If an editor were to follow the definitions above in determining the things to be reported in his paper, he would come to realize that two factors exist in every newspaper situation that act as variables in making that publishing situation somewhat different from all others, and consequently marking *its* news as somewhat different from what other papers report as news.

1. *One of these is the reporter himself.* A certain percentage of the everyday happenings that find their way into print were so interesting, significant, or timely to begin with that they asked little in the way of reporting other than accuracy and speed. But a great percentage of the stories that appear in a paper as interesting or significant do so because good reporters first saw possibilities

in the original events or ideas, and were able to make those events or ideas take on importance through good reporting. The reporter who has the ability to see such possibilities is said to have a good news sense or a "nose for news."

2. *The second variable that marks the stories of one newspaper as more or less different from those of any other is the reader of that paper.* The lives and the interests of one group of newspaper readers may vary greatly from the lives and the interests of the group that support another paper. A comparison of the different papers published in a metropolitan city reveals these differences, as does the comparison of a village weekly with a city daily. Just as a daily paper reflects its public, so will a good school paper.

News, then, after all is perhaps not the event or the happening itself, but rather the report of that event. Something may have happened years ago, but an alert reporter may make timely news of it today if it has never before been reported to the public. Furthermore, the thing that has just happened may stand the test as news for one paper but not for another.

## TYPES OF NEWSPAPER STORIES

**Spot and anticipated.** As far as their genesis is concerned, newspaper stories are of two types—*spot* and *anticipated*. The first represents the unexpected happening, the second the expected. The first calls for rapid handling, the second usually assures a more leisurely approach to the coverage. On the front page of this morning's paper are both types of stories. Let's classify them:

### *Spot stories*

- A train wreck
- A prison escape
- A surprise change in the President's cabinet
- The overthrow of the government of a South American republic
- The death of a prominent citizen in an automobile accident
- The discovery of gold in an Illinois river

### *Anticipated stories*

- The funeral services of a national figure
- Further negotiations in the local industrial strike
- The speech of a senator given over the radio
- The death of a fireman reported in a previous story to have been injured
- The opening of the Community Fund drive





There are three steps to handling a news story.

**News and feature.** As far as their style of coverage is concerned, newspaper stories are again of two types—news and feature. The former treats the event in a matter-of-fact manner, emphasizing the facts as they can best be determined. In the case of the latter, some particular angle of the source, or some suggested featuring of all or part of it, presents itself to the reporter as of greater significance than the straight news facts themselves—as promising far more reader interest. Feature writing represents taking liberties with the traditional handling of the news, deviating from straight coverage for the sake of greater effect; but the feature story is good journalism and does not represent a faking of the news. Good feature stories grow out of human affairs just as do news stories.

**Advance and follow-up.** In handling the straight news story, the coverage of the anticipated event that has not yet transpired is commonly called the *advance story*. Many of the everyday affairs of men that merit newspaper treatment are not recorded in one story alone, and those accounts that come after the original story are known as *follow-up stories*.

Most stories that appear on the first page of a metropolitan daily are not complete in themselves. They represent but chapters in the reporting of moving chains of events. As a paper goes to press its staff has brought up to date previously published stories that are still generating interest through new developments, and has added the news that has just happened, some of which accounts likewise promise interesting later treatments. The advance story, the news coverage proper, and the follow-up story represent different stages in the over-all coverage of a story that is not complete in one issue.

**Interview and speech report.** A distinct type of newspaper story is the *interview*, consisting of the account of an interview the reporter has had with one or more people. The prominence of the person or the topic on which he speaks usually represents the justification of the story. As for style of writing,



the interview story often resembles another, the *speech report*. In either, the reporter has the problem of alternating direct quotations, indirect quotations, summarizing statements, and some descriptive phrases.

**Interpreting the news.** Since the newspaper carries a responsibility for interpreting the news as well as reporting it to busy and sometimes poorly informed readers, journalism provides definite instruments for the purpose. The *editorial*, the *column*, and the *critical review* are the chief types of writing that permit the writer's opinion to come into play. The contributor's column—the voice of the people—must be added to these opinion stories.

The *by-line* on a news story gives the reporter some liberty in interpreting the news that he is reporting. It is a line at the beginning of the story that carries the name of the writer.

## THE SCHOOL PAPER'S SEARCH FOR NEWS

**Making news.** It is a common fact that stories cannot be "made up." The beginning newswriting student's first lesson is that the imaginative yarn that he has commonly written for English has no place in the school newspaper. However, his imagination can be put to work in making news; that is, in seeing possibilities that may be hidden in the formal news event which on the surface seems to call for routine coverage only.

Any of the following questions, as well as thousands of others, if developed by the proper reporter, would form the basis of created stories. Some have many angles, others have but one.

1. Which ten men if they were to die today would command the greatest newspaper space the world over?

2. Is it possible to determine by classes the number and percentage of students holding part-time jobs, and to classify these jobs as to a few groups?

3. What percentage of the students by classes do home study, and to what extent?

4. Which are the ten most popular colleges with the graduates of this school? Write to the colleges for data and cuts to be used in the school paper for a series of ten features regarding these colleges.

5. Does the school's athletic and physical-education program serve a small or a large part of the student body?

Run through the many examples of news stories to be found in this book, and check the ones that were really created sources. Read the "flu epidemic" story and the "Missoula blizzard" story that appear as Examples 11 and 12, and note the many angles that make them composite stories.

## *Makers of News*

To say that news is anything made known or that recently happened which interests people is a sound generality demanding finer treatment. Studies of what newspaper editors have found in their experience to be interesting to their readers point to certain major factors or elements that stand out as earmarks of news. By these "makers of news" school editors may also be guided.

**Conflict.** Any event that denotes a fight, a struggle, change, or a contest is news. *Examples:* athletics, a student succeeding against odds, new school rules replace old traditions. See Examples 9, 24, 133, and 174.

**Timeliness.** What is happening now or has just been made known for the first time is news. News is perishable and demands immediate treatment. *Examples:* the assembly today, tomorrow's game, the election of the new football queen. See Examples 12, 41, and 51.

**Nearness.** The nearer an event is to a person the greater the interest it holds for him. Of first concern is the event of which he is a part; next, the events of which his friends are a part; and after that, the events of which his acquaintances are a part. Of first concern is the news about his own school; next, the news of neighboring schools; last, news of schools which are more remote. See Examples 19 and 109.

**Human interest.** Readers enjoy stories that enable them through another's experiences to feel happy, to feel sorry, to feel benevolent, to enjoy success, to fear, to love, to hate, to be mystified, to be proud, etc. See Examples 12, 58, and 62.

**The unusual.** The strange is ever new. The school paper often brings in the unusual through such types of stories as the column, the feature, and the interview. See Examples 11, 17, and 72.

**Prominence.** The person or thing that is prominent because of one reason or another is always of news value. Freshmen like to read about the school leaders, even if they don't know them well. At all times, an outstanding team is more interesting than an average team. School elections always make good reading. See Examples 66, 134, and 141.

**Significance.** The important thing that happens is of news value and cannot be ignored by the editor. The student council passes new rules concerning hall traffic, a senator is to appear at the local school auditorium, or the Mayor dedicates the new building. See Examples 10 and 93.

**Romance and adventure.** Just as these have their appeal through literature for high-school students, so do they have their appeal when taken from the lives of the students and teachers. See Examples 58 and 132.

**Animals.** The true story of an animal around the school can make mighty good copy. Animals have always placed high in the list of reader interests. See Examples 57, 58, and 136.

**Names.** Names are news for which there is no substitute. This fact is appreciated by most school newspapers. See Examples 18, 68, and 176.

**Numbers.** Many good stories depend entirely upon the presentation of numbers and statistics for their appeal. See Examples 78, 124, 126, 148, and 149.

**Change.** Any time there is a change in the status quo it is news. The schedule of bells is changed, one teacher replaces another, or the seniors adopt caps and gowns for graduation dress. See Examples 38, 79, and 174.

**Amusement.** It is human nature to want to be amused. Students are constantly ready for it. Amusing incidents, cartoons, and other features must be a regular part of their newspaper diet. A story does not necessarily have to be shallow or light to be entertaining. See Example 40.

In the final analysis, what is news depends upon the reporter. In the hands of some reporters almost anything takes on that interest that news must have. Just as there is no sound unless there is an ear to hear it, there is no news unless there is somebody to recognize and record it.

## BEING A GOOD REPORTER

As indicated earlier, what makes news depends greatly upon good reporting. Every reporter begins as a *cub*, and his development thereafter is dependent upon his understanding of the job and his ability and desire to practice the principles involved. His progress can be measured along three lines—(1) general attitude, (2) gathering the news, and (3) writing the story. Certain guideposts stand out boldly in each of these three areas for the reporter who is seeking to improve himself.

### *Attitude Toward the Work*

1. Reliability is the first quality of a good reporter. Dependability comes before ability in a newspaper office.

2. Accuracy is the second quality of the reporter. Nothing condemns a reporter, and consequently his paper, sooner than does inaccuracy.

3. Enthusiasm is the third quality essential to good reporting. Only through enthusiasm in his work can a reporter keep the curse—dullness—from his copy. Great newspapers are built on the reporter's love for his work. He must first like to write.

4. Loyalty to his paper means that the staff member must feel free to criticize it in the staff meeting, but must never carry this criticism beyond the newsroom to students outside.

5. The newspaper must be foremost among the staff member's activities. School life is varied and interesting today, and the many activities make great demands upon a student's time. The staff member must never assume other responsibilities, such as a heavy role in a school play, which would interfere with his work on the paper.

6. A reporter must not confine his thoughts of the paper to the period scheduled for the work. The star reporter is the one who thinks of everything, from the time he arises until the time he retires, in terms of news. It is that valuable person who keeps the paper timely, interesting, and a leader among the papers of the country.

7. He must respect authority on the staff—taking any assignments without hesitation. A school paper is too big for snobbishness, cliques, and petty jealousies.

8. The reporter has a responsibility to all departments and pages of the paper, as well as to his own. The poor editorial that appears on the second page demands the concern of the sports editor of page four. The lack of sufficient advertising is a matter for all the staff members. One small position on the staff is but a trust that cannot be seen separate from the whole of which it is a part.

9. A reporter must place himself in the position of the other fellow on the staff. Can the typist read his stuff? Can the copy desk rely on his facts? Can the page editor expect the story by deadline? Can the compositor set the head he has written?

10. In turn, he must demand respect for his own position. If the typist is willing to labor over poor scribbling, she is encouraging staff inefficiency. If the business manager is content with poor circulation, he is doing the same. If the page editor peacefully accepts late copy, he is helping to wreck staff efficiency.

11. The reporter who complains that the assignment editors never give him any assignments indicts himself. Unsatisfactory copy or late copy causes the assignment editor to hesitate to assign stories to certain reporters. The resourceful staff member can always find unassigned stories that will boost the total number of inches he has had published.

12. It is well for a reporter to count the number of inches of copy being printed each issue, and to divide it by the number of reporters. This gives him a chance to compare his contribution with what might be expected of him.

13. Close observation is a quality essential to good reporting. This trait can be developed even in the newsroom itself. Each time the reporter enters the room he should glance at the bulletin board for assignments and announcements. Spare moments in the newsroom may well be spent in looking over exchange papers, both school and daily. Needless to say, loafing has no place in the newspaper office.

14. The school reporter must remember that the school forms its opinion of the paper from its personal contact with the staff as well as with the printed sheet.

15. A reporter must at all times be impersonal, freeing himself from his own concerns. Membership in a particular class or organization must not influence his selection and treatment of news. The staff member must see that the paper is not made a ballyhoo organ for the staff personnel, but on the other hand he must never hesitate to cover a story about a staff member if the news is there.

16. A reporter's job is never finished. There is always something more he can do to improve himself and the paper.



## *Gathering the News*

1. Reporting is but half writing; the other half is seeing.
2. What is news depends upon the reporter who is out doing the seeing.
3. He must be enthusiastic about each assignment, no matter how trivial it may seem on the surface.
4. There is no incident so trivial that its account will not attract attention if properly handled.
5. The editor is never interested in why the reporter couldn't get the story for which he was sent.
6. Neither should a reporter be satisfied with half a story.
7. He must be fair to all sides—getting all the facts—not jumping at conclusions. There are proper authorities for all facts. Let no person speak for another, if that other person is available.
8. “Do you have any news for the paper?” as an approach to a prospect will nine times out of ten bring a negative response. Students and teachers seldom see their experiences in terms of news. The reporter through casual conversation finds out what his prospect has been doing, what he has heard, what he expects to do, what he considers of importance at the moment—and then translates these experiences into items of news for his paper.
9. A reporter can be a channel for news only by having many contacts with teachers and students. He soon knows which are his most promising sources of news.
10. Of everything, the reporter asks himself, “Is that news?” His mind is always at work on the theme.
11. As he develops his sense of observation, he must also develop that news sense which automatically sifts the chaff from the grain. He must distinguish truth from rumor.
12. The successful reporter realizes that he must never break a confidence. No piece of news is worth it.
13. In gathering news the reporter is constantly interviewing other people. Perhaps there is no right way and no wrong way to make the interview, but at least the old-time method is passing out. That method demanded that the reporter begin writing the moment the other person began talking and thus to put down word for word as much of the comment as possible. This procedure always left the reporter with the task of getting the meanings from all the facts.

It is now considered better for the reporter to concentrate upon the thought rather than the words, and thus to grasp the meaning of the discussion before any notes are taken. A question here and there clears up the account, and he



can then ask the person being interviewed to repeat certain significant facts for him—as names and figures. By interviewing in this fashion and writing the story immediately afterward, the reporter has a much more human story.

14. Only through practice can the reporter develop his nose for news. No two reporters will develop this news sense in the same degree or in the same manner. There is no common formula for improvement that all may follow. Here is a day's schedule of one reporter in his search for news:

#### A TYPICAL REPORTER'S DAY

1. Lingers with his friends in the halls as he enters the school in the morning. Jots down notes and possibly follows up bits of gossip with pertinent questions.

2. On the way to his homeroom he drops in to see a teacher who is one of his best sources of news. A ten-minute conversation results in a couple of stories.

3. Enters his homeroom and his classes with his eyes and ears open for a conflict story—nothing better than a good conflict story. A certain class has a unique procedure—or discussion, which he follows closely.

4. Notices a new student in one of his classes. Talks with him after class—good for a few inches of copy, maybe a picture.

5. All the while he observes everything in terms of news. Notices study-hall conditions better than usual—freshman study hall is under student control while the teacher is out.

6. He is concerned about two friends who are in trouble in the office. What are some pupils really getting out of school?—he wonders. Is it worth the taxpayer's money and the pupil's time?

7. Lunch time comes. He makes it a point to eat with two or three of the school's leaders. Through the conversation he may pick up the threads of a good story.

8. After school he goes up to the basketball floor. How can he write a story about the practice session that is different from all those in the files?

9. As he goes back to the newsroom he passes the janitor and talks a while with him. A couple stroll out of the building, arm in arm. The office is just dismissing some students kept for tardiness. He asks the principal how many are tardy each day. An average of ten, an increase over last year.

10. He passes through the newsroom and glances at the bulletin board for late announcements.

11. At the evening dinner table he speaks of the novel class procedure before his mother and grandmother. He listens to their reactions, their own school days. Such a contrast—such conflict of the new and the old—such a story.

12. He checks his list of possible stories and finds that he has tips for half a dozen good stories and a couple of editorials. He writes two of them and goes to class the next day with dope on the rest, enough to keep him busy writing the entire period. He passes up two of his stories because they had been regularly assigned to other students. As he works away he overhears a staff member complaining to the editor about not being assigned any stories.

## *Writing the Story*

1. The reporter should take pride in every item he writes, regardless of its length.

2. He assumes that the reader is entirely ignorant of the thing he is about to relate. He knows that the first function of a story is to inform. He has at all times a feeling of respect for the reader, attempting to anticipate his questions and his interests.

3. It is as important to know what to leave out of a story as it is to know what to include.

4. He never misses the opportunity to include a name.

5. A close study of newspapers has revealed to him that newspaper paragraphs average six or seven lines. He noticed that long paragraphs are alternated with shorter ones.

6. He jots down his major points in outline form before he begins to write.

7. He realizes the importance of a good beginning.

8. He writes his story as soon as the facts are gathered, while all the implications are still fresh in his mind. He knows that it is best to write the sections for which he has gathered material, even though there are still some further developments to come. It's good newspaper practice to piece new material into a story already begun. On a daily paper as many as six reporters may report different phases of a story—the whole thing being pieced together by a rewrite man.

9. Before he begins to write, the reporter sees a dominant point in his material that he wants to carry through his story. It may be the way the team overcame odds, the unusual nature of an assembly, or the phenomenal increase in one department's enrollment. In other words, although the reporter is obliged to report as a disinterested spectator, if his story is to carry any life he must look beyond the bare facts he has collected to broad meanings and implications. This is done in every fine news story that goes into a big metropolitan daily. He can present his facts in such a way as to accentuate these meanings, and in no way deviate from the straight news style. This may be called "playing up" a particular point in a story.

For instance, the fact that a department's enrollment had gone up twenty per cent means more than the fact that a department's enrollment is 985. There is significance behind facts, and the reporter must find and point out that significance.

10. The reporter who is writing a great number of stories that never see print should take the hint that they may have been dropped because of dullness, poor construction, padding, or disregard of facts.

11. The reporter cannot write without reading. There is a difference between reading and reading for a purpose. A constant study of the construction of stories in a good daily paper has no substitute for improvement of one's style in newswriting.

12. If the reporter, in gathering data for a news story, is so moved by some factor or other that he wishes to write his opinion on the matter, he should ask permission either to write an editorial in addition or to write his story under a by-line.

13. The by-line is used to pay honor to a good piece of reporting, as well as acting as a device to enable opinion to come into the story. If a reporter is well pleased with a particular piece of reporting he might include his by-line. The copy desk can always remove it if it feels the story does not deserve a by-line.

14. He guards against misleading statements that may unintentionally come into the story.

15. As he proceeds he develops a news sense that enables him immediately to see the feature of each story.

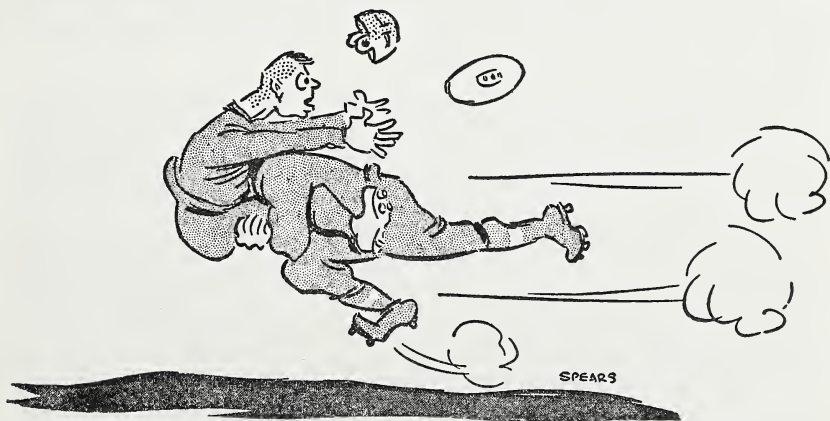
16. The better he understands an event the more clarity his story will have for the readers.

17. He strives for variety in sentence and paragraph structure.

18. The length of his story is determined by its value in reader interest.

19. Direct and indirect quotations do not go into the same paragraph.

20. Fact and not fancy is his guide. He has used his fancy or imagination to conceive the story in the first place. Once conceived, the story then depends upon facts.



The stronger the reporter the more flexible the journalistic rule

In writing his account of the news, the reporter has at his disposal many forms or patterns of stories, thus enabling him to select the one most appropriate for his material and purpose of the moment. These include the chronological form, the inverted pyramid, the many-angle pattern, and others. The differences will be brought out in the later chapters that deal with the actual construction of stories.

## WORK SHEET NUMBER 2

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**What do newspapers contain?** If you are to know the kinds of positions that are available on the staff of the school paper you should first familiarize yourself with the elements which compose a daily newspaper. One classification has been: news stories, editorial and other opinion columns, features, art, and advertising.

*Step 1:* Each member of the class should be provided with a copy of the same daily paper. Using this paper, make a written list of all the kinds of material that you can find printed in it. Later you will be asked to participate in a class discussion on the different types that members of the class find.

*Step 2:* After most of the class has finished Step 1, members of the group should pool their findings. This can best be done by the teacher or some student making a list on the blackboard which contains all items that have been recorded by members of the class. These should then be grouped into five or six general classes of material.

**How much space is given to each type?** The purpose of the following steps is to determine the relative importance of each type of material on the basis of the amount of space it occupies.

*Step 3:* After examining a copy of a daily paper, you can see that it would take a great deal of time if each member of the class undertook the task of measuring a whole paper. To simplify the job, form a committee with four or five others. For suggestions on organizing a group to work together, read the section "Preparing to Work with Others" on pages 25 and 26.

*Step 4:* With your group work out and submit to your instructor a plan for determining the number of column-inches and percentage of each type of material in your paper. (If you don't know what a column-inch is, see page 37.) At the close of this chapter you will find a plan which has been used successfully by other journalism classes.

*Step 5:* If your plan is accepted or you have adopted the plan at the end of the chapter, follow it through. The chart on the next page may help you.

*Step 6:* From your study you are now ready to give your own opinion of why newspapers are published.

TYPES	PAGES										TOTAL COLUMN INCHES	PER CENT

### *Preparing to Work with Others*<sup>1</sup>

The publication of the paper at regular intervals is not the work of a single individual; it involves a continuous chain of activities, each link of which is supplied by a different staff member. The publication of a school paper is a co-operative activity, and one of the measures of a good staff member is whether or not he has learned to co-operate.

### **Procedure**

*Step 1:* Always the first thing that a committee does is to select a chairman. There are several different ways that this may be done. You may use any plan that you like. However, students have found that a simple voting scheme works very nicely when the group is as small as five or six. In this method, each member of the group writes on a slip of paper the name of the person whom he wishes to serve as chairman. These slips are then tabulated and the person having the highest number of votes is elected. In case of a tie, those who tie are considered nominees and another vote is taken.

*Step 2:* In a similar fashion a secretary should be chosen to record the results of the group activity.

*Step 3:* The chairman should have each member in turn contribute his ideas. As the ideas are presented, each member should make an effort to understand the viewpoints of others.

<sup>1</sup> Adapted by permission from S. A. Curtis, *Co-operation, Its Evolution and Practice*, Brumfield and Brumfield, Ann Arbor, Michigan.



*Step 4:* The chairman should make his contribution last. It should also include a summary of the various ideas presented.

*Step 5:* The chairman should then have members vote to determine the points upon which they agree and upon which they disagree.

*Step 6:* Effort should be made to see why any disagreement exists and to harmonize the conflicts.

*Step 7:* Prepare a final report for the group. This should usually be typewritten and signed by all members.

### Hints to chairman

1. The chairman should attempt at all times to see the point of view held by each member. He should be tactful and should be able to summarize easily.
2. He should think of himself not as a "boss" but as the chosen leader of his group.
3. The chairman is responsible for the report of his committee.

### Hints to members

1. When members present their ideas they should give not only their conclusions but their evidence as well. In other words, committee members should always indicate "why" when presenting their ideas.
2. When another member is making his report or presenting his ideas, those listening should concern themselves with knowing what point of view is being presented. *Do not argue with him*; try to understand what he means.
3. After all ideas have been presented, discussion should follow.

### PLAN FOR DETERMINING THE AMOUNT AND PERCENTAGE OF SPACE DEVOTED TO VARIOUS TYPES OF MATERIAL

*Step 1:* The chairman should divide the number of pages in the paper by the number of members in the group to find out approximately how many pages each member should study.

*Step 2:* The chairman should then assign that number of *different* pages to each member. For example, student A might be assigned pages 1, 2, 3, and 4, student B might be given 5, 6, 7, and 8, and so on.

*Step 3:* Each student should then analyze his own pages one by one to determine the number of column inches devoted to each type on each page. *Assistance:* If you do not know what is meant by column-inches, refer to page 37.

*Step 4:* The results secured by each student should be pooled and each member of the group should help the chairman to find the total number of column-inches for each type.

*Step 5:* The percentage of space occupied by each type of material may be found by dividing the *number of column-inches* occupied by each type by the *total number of column-inches* in the paper and multiplying by 100.

### 3. The Importance of the Opening Paragraph

#### THE LEAD

EVERY STORY has a beginning, but a newspaper story has a special one—a beginning that is considered the most important paragraph of the entire account. We call this opening paragraph the *lead* (pronounced *leed*).

Reporters are not interested in constructing a smooth ending to a news story. When the last fact is told, and they are usually told in the order of decreasing importance, the story stops abruptly. Because newspapers are read rapidly, the opening section of a story receives the most attention from both reader and writer. The reader samples it, and may remain to read more or may jump to another story to try it. Thus to the reporter also the lead has become the most important part of the news story. The lead of even such other types of stories as the interview, the feature, and the critical review, is the most polished paragraph of the entire account.

#### CLASSIFICATION OF LEADS

For convenience in study, leads are generally divided into two broad classifications: (1) the conventional, sometimes called summary, lead and (2) the unconventional lead. It is usually, but not always, true that news stories use the former, and feature stories the latter type lead. The conventional lead tells the facts in a natural, straightforward manner, while the unconventional lead reveals an intentional effort on the writer's part to introduce his story in a novel way. The conventional is the most common type. These two classifications are not overlapping, and the division is based entirely upon the purpose of the lead.

Approached from another angle, that of construction, leads may be classified into three groups: (1) who-what-when-where-why-how leads, (2) grammatical-beginning leads, and (3) unorthodox leads. These classifications stress the need of variety in leads, and are overlapping. A lead may be classified under as many as all three of the types. See Example 2.

<i>Classification of leads by construction</i>	<i>Classification of leads by purpose</i>	
	Conventional, or summary	Unconventional
1. Who-What-When-Where-Why-How	A conventional lead can always be classified as a who-what-when-where-why or how lead.	
2. Grammatical beginning	Conventional leads can always be classified by their grammatical beginnings.	
3. Unorthodox	A conventional lead cannot be an unorthodox lead.	An unconventional lead is simultaneously an unorthodox lead.

This chart shows how the two classifications of leads are related yet distinct.

*Example 2*

**Who?**

Marjorie Collins, freshman, was injured Monday, November fourth, in an auto accident in front of school.

**What?**

Radio station WLW of Cincinnati is sponsoring a United Nations Essay Contest in the interest of better service to the nation.

**When?**

Monday, November 4, as the clock struck nine-thirty, four Withrow seniors, Rosemary Garn, Alice Saar, Nancy Simons, and Helen Pascal, strode excitedly into the office of Mr. Rayburn Cadwallader, principal of Western Hills High School.

**Where?**

In front hall the Withrow-Hughes football booklet will go on sale Friday, November 15, for fifteen cents.

**Why?**

To earn money for their various plans in the coming year, several clubs have been selling food and soft drinks at recent football games.

**How?**

After protecting a slim six point lead through two quarters, the freshman squad hit their stride in the fourth period and pushed across two touchdowns to unhorse the fighting Cavalier freshmen from Purcell 19-0.

*Withrow Tower News*  
Withrow High School  
Cincinnati, Ohio

*Example 3*

**Who-what-when-where-why-and-how leads.** This classification of leads is the oldest known to journalists. Kipling, in reference to his own newspaper experience, once wrote:

I have six honest serving men;  
They taught me all I knew;  
Their names are Where and What and When  
And How and Why and Who.

Into the first paragraph of the conventional lead the reporter packs the feature of his story, answering as he does so the reader's natural questions—who? what? when? where? why? and how? Whichever of these is answered first—and that depends entirely upon which the reporter considers most important—determines the name of the lead. A lead beginning with the name Hugh Forster would be a *who* lead. The *who* and *what* are usually the most important elements of a news happening, the *when* and *where* the least. A lead does not necessarily answer all six of the questions. See Example 3.

The absence of these important elements in a lead topples it from the throne to which journalism has raised it. In the case of each of the following opening paragraphs taken from school newspapers, the reader is left asking something that good reporting would have told him.

The Class Night Gay Nineties will be presented tomorrow twice.

The final meeting of the Book Club will be held today, period 9 in room 219.

Astoria's 4-H Club boasts a grand champion winner in last week's state contest in Madison.

The greatly anticipated event—graduation, to which seniors have been looking forward so long, is just around the corner.

Two new musical organizations have been added to Central's music groups this fall.

Junior class officers were recently elected. The candidates for the various offices were chosen by the nominating committee.

**When?** (At what hours?)  
**Where?**

**What** is planned?  
**Who** planned it?

**Who** is the champion?  
**What** honors did he win?

**When** is it?  
**How** will it be carried out?  
**Who** will participate?  
**How** many seniors are there?

**What** are they?  
**Why** were they formed?

**Who** was elected?  
**When?**  
**Where?**

**Beginning the lead.** The reporter is not content to place the big feature of his story in the lead, but tries to get it into the opening six or eight words, which usually compose the first line of type. This is especially true of the conventional news lead. It is natural, therefore, that the articles *a*, *an*, and *the* are considered poor words for beginning the lead. They should be used only when needed in establishing the vital element at the beginning of the lead. The frequent use of *a*, *an*, and *the* leads on a page robs the writing of individuality and marks the page as generally monotonous.

Study the leads below and analyze the characteristics that have made the second in each pair the stronger of the two. In each case name the who-what-when-where-why-how elements in order of appearance.

### ***Weak Leads***

All students who plan to compete in the annual All-City Oratorical contest met Tuesday in room 206 with Central's speech director.

Members of the Microscope Club met Monday, November 7, in room 34 for the purpose of electing officers.

The first paper collected in the homerooms was turned in Monday at the Boys' Federation council meeting.

In meeting Wednesday, the Senior class voted upon dates for Class Night and Varsity Show.

The local Boys Club has volunteered its services to the school in its drive to maintain better order at Lincoln's home football and basketball games.

Mrs. William Koenig, president of the Parent Teacher Association, told the students yesterday in assembly that the Benson district may not have a teen-age club.

The electric and radio classes of Arthur Turner's shops repair many motors each week.

**Grammatical-beginning lead.** Again, leads may be classified by their grammatical beginnings: noun, participial phrase, adverbial clause, noun clause, infinitive, etc. See Example 4.

#### **Noun**

Plans for the installation of a permanent public address system in the Northeast High School auditorium were announced recently by Principal R. S. Mickie.

#### **Noun clause**

That the Monocle is the mouthpiece of the school was maintained by Miss Florence Ryland, as her homeroom 115 subscribed 100%.

### ***Stronger Leads***

Three boys and one girl will represent Central in the annual All-City Oratorical contest, March 7, it was announced yesterday by Carl Shrode, speech director.

Henry Bass, new president of Microscope Club, immediately upon being elected to office Monday, called for a constitution revision.

Over two tons of paper was the record contribution of East High's homerooms, in their first collection of the year for Boys' Federation.

June 12 and 15 are the dates to remember for Senior Class Night and the annual Varsity Show, as decided in Senior meeting last Wednesday.

With the volunteering of twenty letter men to act as student police, Boys Club began plans this week for helping to maintain better order at Lincoln's home games.

Because of lagging interest among student leaders, Benson district may lose its teen-age club this year, stated Mrs. William Koenig, Parent Teacher President, in assembly yesterday.

Every week electric motors of all descriptions are being reclaimed from the scrap piles by the boys of Arthur Turner's electric and radio classes.

#### **Participle**

Encouraged by a total of \$31 profit from the Lincoln High concessions, the Rockettes this week begin the sale of Rocket reflectors. They hope, through this sale, to further increase their treasury funds.

#### **Infinitive**

To prepare to help during the Christmas rush, 29 E.H.S. pupils received credit in the



classes in pre-employment taught by Miss Fern Hubbard, supervisor of secondary distributive education in the public schools.

### Prepositional phrase

With the annual physical check of the seventh- and tenth-grade boys and girls completed, the girls' examiner, Doctor Ruth Warner, revealed that she had found few students at Northeast as good examples of perfect posture.

### Clause of concession

Although the John Marshall squad is almost destitute of lettermen from last year's

team, local sports scribes give the Justices a good chance to rank high in this year's competition.

### Conditional clause

If the local Red Cross drive continues at the pace set the first two days, John Marshall will have reached its goal by the time this story is in print.

*The Northeasterner*

Northeast High School

Lincoln, Nebraska

and

*The Monocle*

John Marshall High School

Richmond, Virginia

### Example 4

**Unorthodox lead.** There are unorthodox or freak leads of all kinds created to attract attention or to help carry out a definite purpose of the story. See Example 5. The reporter's individuality comes to the front in this type of lead. A clever editor of a daily newspaper soon learns to detect the writers of feature stories by their leads. These leads are blanketed as unconventional leads, and are found generally on feature stories—occasionally on news stories. Types of unorthodox leaders are defined as follows:

*Astonisher* is an exclamation.

*Contrast* describes two extremes or opposites.

*Epigram* opens by quoting a common expression or verse.

*One-word* consists of a single key word.

*Punch* crowds a dramatic statement or much action into the lead.

*Question* opens with a question.

*Sequence* reports the events in the exact order in which they happened.

*Suspended interest* intentionally carries the big point late in the lead.

**Precautions.** The who-what-when-where-why-how mold is a treacherous thing. It tempts the beginner to keep pouring facts into his lead until it is a bulky, unwieldy paragraph that exhausts the person who tries to read it. The lead must be short and inviting, not long and discouraging. Again, the grammatical classification may be treacherous to the high-school reporter. He may play around with variations just for the sake of change, and present perfectly phrased leads that sound unnatural to the reader. The experienced newspaperman does not think in terms of who and what leads, sequence and epigram leads, or noun clause and preposition leads. From his facts he hastily grasps

the most startling, the most important, the most picturesque, or the most unnatural element, and begins with it. Through experience he has learned to vary his beginnings.

#### **Astonisher**

Better look your prettiest this week!

#### **Contrast**

Capitalism versus socialism will be the discussion topic at the meeting of the Forum November 27.

#### **Epigram**

Like father, like son! So goes the old axiom. And rightly so in the cases of Pat Wieland, cheerleader, and Mary Sue Holland, Pepper. Right that is, except for the "son" part.

#### **One word**

Pictures!

The Camera Club continues to bring them in by the scores each month in its all-school contest.

#### **Punch**

Dust off your monocles, fellow students, and take a good look at the contents of the six show cases that line the walls of Northeast.

#### **Question**

Why be a wallflower? By following a few simple rules of femininity, you too can be the "Belle of the Ball."

#### **Question**

Who?—The L. H. S. choir, sponsored by the Orpheons.

What?—The opera, "Sweethearts."

When?—Friday and Saturday at 8:15 p. m.

Where?—L. H. S. auditorium.

Why?—For your pleasure.

How?—Reserve seats today at 3:10—Activity ticket or 25 cents.

#### **Sequence**

On Thursday of last week, the proposed Pep Club group met at the encouragement of Principal Mardis. Just one week later the Student Affairs committee approved the Club. Tomorrow Pep Club meets officially.

#### **Suspended interest**

By some trick of fate the first period newswriting class in 203 didn't rate the usual semi-weekly news broadcast last week.

*The Advocate*

Lincoln High School  
Lincoln, Nebraska  
and

*The Northeasterner*  
Northeast High School  
Lincoln, Nebraska

#### *Example 5*

The beginning high-school reporter should look upon this approach to lead writing in the same manner. The rules he is asked to follow here are not sacred within themselves; they are the steps to automatic lead writing. At first the reporter will be conscious of the rules as he constructs his leads; gradually the rules will fall away as an old shell that has served its purpose, and his lead writing will emerge alone. No attempt is made to include all the types of leads that have been mentioned some time and some place.

## WORK SHEET NUMBER 3

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*Step 1:* After having read this chapter, consult other references on the lead.

*Step 2:* Examine front pages of the daily papers and clip an example of each of the following types of leads: (a) who, (b) what, (c) when, (d) where, (e) why, and (f) how. List in each case the elements in the order in which they appear in each lead, as why-when-who, or what-when-who-how.

**SUGGESTION:** Throughout the course you will be expected to clip various types of examples from daily papers. These should be presented in some organized form. For example, mount the clippings on the left side of a sheet of paper and down the right side place any necessary explanation.

*Step 3:* Suppose that you attended an assembly program yesterday as a reporter for your school paper. Below are the facts which you collected.

An assembly was held yesterday morning in the auditorium. Miss Maud Lewis spoke. The assembly was in charge of the local chapter of the Junior Red Cross. The title of the speech was "International Good Will." The speaker is a national Junior Red Cross representative. Miss Lewis exhibited examples of portfolios. Miss Loraine Zuelly is sponsor of the local group.

Before you write the lead for this story, you will want to organize your facts. This can be done easily by taking a sheet of paper and writing the elements of the lead (who, what, when, etc.) in a column on the left side. Then opposite each of these words write the particular fact which answers the question asked. For example, after "who" you will write "Miss Maud Lewis," and so on. Not all elements are always found in each news story.

Next, assuming that "who" or "Miss Maud Lewis" is most important, place a number "1" after this element. Place a number "2" after the one you believe to rank next in importance. Continue until you have numbered all elements.

Now write your *who* lead by making *one* sentence, using all of the elements, in the order that you have planned. *Note:* Remember that you are writing *only the lead* and *not* the whole news story. You will not need all of the facts listed above for your lead.

**PREPARING COPY:** "Copy" is the name applied to any material written for a newspaper. Turn to the section called "Standards for Preparing Copy" at the close of these exercises for instructions.

*Step 4:* Below are facts for a news story with a *what* lead. Select and number the various elements for this lead as you did in Step 3, numbering the *what* element first. Now write your *what* lead.

Miss Irene Woods of the English department has been compiling the honor-roll record for the past quarter. One hundred and six students were included in the list. This represents

an increase over last quarter's list, which consisted of seventy-one. The 12B's held first place with nineteen members receiving the rating.

Have you followed your "Standards for Preparing Copy"?

*Step 5:* Using the facts presented below, write a *why* lead. Generally *why* leads start with "because," "because of," "in order to," or "due to." Arrange your elements in their order of importance as you did in Steps 3 and 4.

The third week of the next quarter has been designated as "Museum Week." Plans are being formulated by the Archeologist Club. A committee has been appointed to plan for an open house. An assembly program is being planned and students will be permitted to visit the museum during lunch periods. According to L. T. Buck, sponsor of the club, members expect to create interest in the school's collection of relics.

*Don't forget your "Standards for Preparing Copy."*

*Step 6:* Following the same plan, write a *how* lead from the facts below.

Dale Phares will participate in the district oratorical contest at Princeton next June. Dale won the right to take part by defeating Central and Western Hills representatives in the all-city contest yesterday. He spoke on "The Motives of Russia."

*The well-written summary lead has only one sentence.*

*Step 7:* *When* leads, that is, leads with the *when* or time element at the beginning, are rare. From actual happenings in your school choose some event in which the time is important and write a *when* lead.

*Step 8:* From the front pages of daily papers, clip examples of five different grammatical ways to begin. See Example 4. Mount and label each.

*Step 9:* Using the following facts, write a single-sentence summary lead, beginning with a noun.

The first basketball game of the season was played between Central and Bicknell last Friday. The Central Bears were victorious by a 40-17 score. Mark Wakefield is Central's coach.

*Step 10:* Rewrite the Step-9 lead using a prepositional phrase at the beginning.

*Step 11:* Rewrite the lead prepared in Step 9 using a participle at the beginning. Present participles end in "ing" while past participles end in "ed."

*Step 12:* Rewrite the lead prepared in Step 9 beginning with an infinitive.

*Step 13:* Clip from the front pages of daily papers samples of five different types of unorthodox leads. Mount and label each.

*Step 14:* Use the following leads as the basis of a class discussion. Classify each lead in as many ways as you can.

Under an agreement between the Minneapolis Retail Association and the Minneapolis School Board, high school students will be excused from classes to work, December 16 to 20, the week preceding Christmas vacation.

Do you avoid walking under ladders? Do you wear a horseshoe around your neck? Do you carry a salt shaker in your pocket? The "A" Seniors' advice is "Why Worry?" Come to the class play, **Friday**, December 13.

Have you future botanists signed up for the **Botany Club** yet?

An article on Costa Rica, translated by Janice Ericson, 11A, 230, appeared in the November issue of *Jaycee*, published by the Minneapolis Junior Chamber of Commerce.

**WHAT:** Thanksgiving Day.

**WHEN:** November 28.

**WHERE:** In homes all over America.

**WHY:** To give thanks for the blessings of life.

Each Thursday, Blue Tri sponsors a candy sale in the front hall. Dolores Fritz planned the October 31 sale, Ruth Elliff the November 7, and Joan Grife the one on November 21.

Two scholarships of \$150 each will be given by the Apollo Club, the oldest male singing organization in the United States, to a boy and a girl in the vocal finals in March.

"Raw brain power is the most serious wastage in America today!"

Thanksgiving vacation this year will bring an added thrill to five West High students, when they attend the National Scholastic Press Association convention in Milwaukee, Wisconsin, November 28-30.

*West High Times*  
West High School  
Minneapolis, Minnesota

### Example 6

## Additional Activities

*A. Group activity.* Using a section of your bulletin board or a large piece of wallboard, lay out a chart similar to the one pictured below.

Grammatical Beginnings	<i>Who</i>	<i>What</i>	<i>When</i>	<i>Where</i>	<i>Why</i>	<i>How</i>
Noun	x					
Prepositional Phrase					x	
Infinitive						
Participle						
Noun Clause						
Concession Clause						
Conditional Clause						



Clip leads from daily papers and locate them on the chart with thumbtacks. For example, a *who* lead that is also a noun lead will be placed in the upper left space. Likewise, a *why* lead might begin with a prepositional phrase and would be located in the second space from the top of the fifth column. Can all spaces be filled?

B. Select some actual happening in your school and write a noun-clause lead.

C. Likewise, write a lead starting with a clause of concession.

D. Write a conditional-clause lead.

E. Clip a news story with a poor lead from the last issue of your school paper. Mount the story and rewrite the lead using conventional style.

F. *Group activity.* Select a news story from the front page of your last school paper. As a group, how many different kinds of leads can you write? Post your work on the bulletin board.

G. Clip and mount a lead beginning with *a*, *an*, or *the*. Improve it by rewriting it.

H. Clip and mount a number of news stories from your school paper with conventional leads. Rewrite the leads using unorthodox styles and label each.

### ***Standards for Preparing Copy***

Since all copy for the school paper must be read by one or more staff members and since the printer must read it before it can be set up in type, it must be prepared in a form which can be read

#### **QUICKLY, EASILY, and ACCURATELY.**

For this reason the standards below are usually followed in the preparation of newspaper copy.

1. Always typewrite all copy. This rule should be rigidly adhered to at all times unless there is no possible way in which students may have access to typewriters. In this case, large free handwriting, with a soft, black pencil may be substituted.

2. Always use full sheets of 8½" x 11" unruled paper. Regular rough copy paper, either white or yellow, is preferred.

3. Always begin the news story from one-third to one-half of the way down on the page. (This allows the copyreader to write headlines on the top of the sheet when necessary.)

4. Leave a one-inch margin at the sides and bottom of all sheets. When more than one sheet is used begin two inches from the top on all but the first.

5. In the upper left-hand corner of the sheet type the name of the story. Condense the name as much as possible. *Example:* Hi-Y assembly, Bicknell-Central game.

6. Under the title of the story place your name.

7. Under your name indicate the exact number of words in the story. This enables the editor to determine the amount of space it will occupy in print.

8. Triple-space all copy. (When wide spaces are left between the lines, changes and additions can be made more readily.)

9. After each paragraph indicate in parentheses or a circle the number of words in that paragraph.

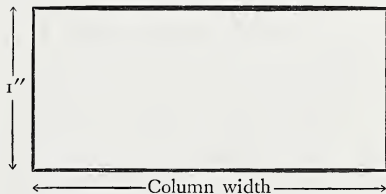
10. At the bottom of each page except the last write the word "more" and draw a circle around it.

11. At the bottom of the last paragraph use the end signs, "#" or "30."

## MEASURING COLUMN-INCHES

Most newspaper men, both in the business and editorial departments, usually measure newspaper space in "column-inches."

A column-inch is simply a space in a newspaper one column wide and one inch high. Suppose that you had a small piece of cardboard cut the size and shape of the figure at the right. If you have a space in a paper the size of which you want to know, lay this piece of cardboard at the top of the space and trace around it with a pencil.



Then slide the cardboard down and mark off the next space. If you then count the rectangles which you have marked off, you will have the number of column-inches in the space.

But, there is an easier way than this. Suppose that you wanted to determine the area of this page, not in column-inches but in square inches. How would you get your answer? You would multiply the  $6\frac{1}{2}$  in inches by the  $9\frac{1}{2}$  in inches. One figures column-inches in just about the same way; that is, he multiplies the width in columns times the height in inches. If an ad in a paper is five inches long and three columns wide, it contains 15 column-inches (five inches times three columns equals fifteen column-inches).

## 4. Organizing the Facts into a Story

### THE NEWS STORY

WRITING THE straight news story is the most impersonal of all newspaper writing. The reporter's task is (1) to find out what actually happened, and (2) to write the story based on these facts. Even though he forms an opinion on the matter, he cannot give it in his story; he must write impartially, as a disinterested party. The news story gives the reader the facts—he forms his own opinion.

The reporter does not write in the first person. He keeps himself out of the picture, writing in an unbiased style, using the third person. He gives the facts as accurately as he can possibly determine them. He writes not for himself, but for the reader, assuming that the reader knows nothing about the incident that he is reporting.

**Construction of the news story.** Behind every news story there is a framework, a pattern, on which the facts of this particular story are hung. In respect to this mechanical construction of the story, there are two main patterns used over and over again in reporting, (1) the *inverted-pyramid* arrangement and (2) the *chronological-order* arrangement. Once you have mastered the mechanics of writing the news story, you can recognize these skeletons behind the stories that appear in the daily newspapers.

#### TYPE 1: THE INVERTED-PYRAMID STORY

In the lead the reporter usually gives the gist of the story. The busy reader could stop at that point and have the story, shorn of its details. As the account proceeds, the details are brought out, coming in the order of diminishing importance. This inverted structure of the straight news story, beginning with the climax and ending with the insignificant, is the most common treatment. For convenience, it may be called the *inverted-order* or *inverted-pyramid* story. This construction is the most distinctive feature of newspaper stories.

The last few statements are thus so insignificant that they could be left off and would never be missed by the reader. This enables the make-up man, in fitting his type into the forms, to drop a few lines from a story that is too long for the available space. If a story can thus be cut, it is said to meet the *cut-off test*.

## **KAKC Features Series of School Radio Broadcasts**

**Assemblies, Interesting Items  
From Tulsa's High School  
Classes to Go on Air**

### **Program Each Friday**

**Webster Assembly Presented;  
B. T. Washington Gives  
Program Tomorrow**

Beginning a series of programs which will be composed of broadcasts from Tulsa's four high schools, radio station KAKC will broadcast Friday assemblies from school auditoriums from 9:05 until 10.

Further plans for broadcasts from schools include classroom interviews and programs at different times.

This week's assembly broadcast will originate at Booker T. Washington. Following this, Central will broadcast on January 31, and Rogers on February 7.

### **Programs at Webster**

First classroom program will be presented next Monday from the Webster machine shop and woodworking class from 1 until 1:30.

This is a good example of the inverted-pyramid treatment. First comes the most important news: school assemblies will be broadcast. The next paragraph announces a secondary feature, the broadcasting of classroom work. The next three paragraphs merely enlarge upon these two points, while the last four bring in facts related but not absolutely essential to the story. By working from the most important to the most trivial, the reporter meets the cut-off test. Note how insignificant the last paragraph is.

*Example 7*

The first assembly program to be broadcast was a pep assembly at Webster, with Mart Miller, Student Council president, as chairman. After the opening exercises the assembly proceeded through the introduction of the members of the wrestling and basketball squads by their coaches, Curtis Turner, George Broad, and Robert Harris. It closed with a pep rally led by Barbara Patrick and Hal Warnock.

### **Direct Lines Installed**

Jack Evans, program director, and an engineer from the KAKC staff will be present at each broadcast with microphones and other equipment which is necessary to get the program on the direct wires which have been installed from each of the high schools to the broadcasting station.

The idea for the programs came from Mr. Evans, who believes that they will be eagerly received by the public.

"There are many parents who have never attended a school assembly and need an inside look into the activities of the schools," said Mr. Evans. "In giving these broadcasts, we are trying to do a public service; and we will try to get everything of interest to the parents on the air."

Information about school activities will be sent to the station by the principals of the high schools.

*Tulsa School Life*  
Central, Webster,  
Will Rogers High School  
Tulsa, Oklahoma

In Example 7 it is well to review the principles of good journalism that have been followed by the reporter, principles that guide the writing of all types of news stories.

1. The reporter uses simple, specific words, going straight to his story in a forceful manner. Since he sets out to tell the facts as readily as possible, adjectives and adverbs, the tools of opinionists, are absent in favor of verbs and nouns. In journalism forceful nouns and verbs are better than descriptive adjectives and adverbs.

2. The reporter has averaged only about thirty-five words in his paragraphs. He knows that the narrow columns of a newspaper demand that his paragraphs be short. Frequent paragraph indentations make for easier and quicker reading.

3. He also appreciates the necessity of restricting the length of his sentences, as he gives the reader the facts in short order.

4. In relating the news, he has given all the facts that anybody would need to understand it. He has assumed that the reader knows nothing about the matter being treated.

5. In following this approach, he identifies each person mentioned, if that person has a significant place in the news: Mart Miller, *Student Council president*, and Jack Evans, *program director*.

6. To add variety and strength to his account, he quotes one of the leading figures in the story.

7. He summarizes the main points of the story in the lead.

8. He limits his account to the truth. Fiction has no place in the reporter's writing.

**Significant-statement beginning.** At times the lead gives but one significant fact or statement, instead of summarizing the whole story. If this be the case, the construction of the body is likewise slightly varied.

It is quite common, as in Example 137, for a story that quotes a person freely, to open with a significant quotation, which in itself in no way summarizes the whole account. However, the writer can still follow the inverted order. He may follow the lead with a summary paragraph and then proceed with the details; or he may move directly from the lead to the other details.

The news for a story may be built entirely around one incident, making all details an elaboration of the opening summary; or it may consist of facts more remotely related to the subject. The arrangement of events or facts in the handling of a news story calls for decisions and careful planning before writing, a thing the beginner must do on paper.



# J. C. Anthony Comes Home

**Studies Safety Problems  
And Juvenile Delinquency  
With Judge J. H. Ricks**

Major James Coleman Anthony, former commandant of the John Marshall Corps of Cadets, has returned to Richmond to assume his duties as director of public safety.

Major Anthony left John Marshall nearly two years ago to serve in the U. S. Army as a captain. After a period of time in Florida he went to Mitchel Field, New York, as provost marshal with the rank of major.

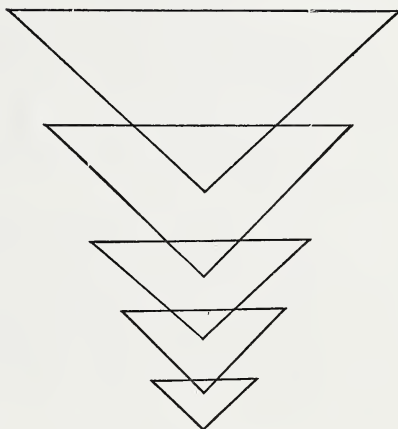
He visited the juvenile court on October 23, to confer with Judge J. Hodge Ricks on the problems of juvenile delinquency.

While the Major has not yet received his discharge from the Army, he is certain that he will get the papers soon.

The editor of the *Times-Dispatch* had this to say of the new director:

"Major James C. Anthony takes office as director of public safety in . . .

The inverted-pyramid skeleton behind the facts of this news story stands out noticeably. The reporter covers five points in his story, each being less significant than the point preceding it.



*The Monocle*  
John Marshall High School  
Richmond, Virginia

*Example 8*

## TYPE 2: THE CHRONOLOGICAL-ORDER STORY

In the inverted form of writing just treated, the relative significance of the various facts and nothing more acts as the key to their arrangement in the story. However, at times in reporting an event, the reporter finds that the order in which the various incidents took place stands out as the natural arrangement to be followed in his recording of them. Thus he resorts to the second main pattern of writing news stories, the *chronological order*.

For the lead he writes a summary paragraph, or picks from his facts the most outstanding, important, timely, or startling. Once this is told in the lead, he then begins and tells the complete story in chronological order, that is, just as it happened. Since the movement of events is emphasized, this type story is also called the action story; while the inverted-order story, in contrast, is called the fact story.

# Bunnies Tie Rockets, North 6-6 To End 6-6 Season

## Green, Finnstrom Top Third Bunny Deadlock

By Dick Mittauer

Coach Ralph Ross' grid crew closed their season last Friday at the Bunny stadium by holding the Northeast Rockets of Lincoln to a 6-6 tie.

Benson has seemed jinxed this season by the 6-6 count, having previously tied Tech and North by the same scores.

The Bunnies clicked for their counter late in the first quarter, Eddy Finnstrom's recovery of John McCurdy's fumble on the Benson 34. The Rockets roared back in the second period and knotted the score. Although both teams had a number of chances, neither could muster a final push to hit pay-dirt again.

### Green Sparks Bunnies

Bobby Green, fleet Bunny quarter, opened the drive with a bang when he raced 44 yards to the Northeast 21. He was finally hauled down after nearly being in the clear. Dick Dunn hit the line for one and Joe Gurnett bit off ten to the ten on a quarterback sneak.

Green piled through the line for two to the seven and Don Dutcher swung wide around right end on an end-around for the counter, climaxing the drive which carried for 66 yards. Stan Sidaris' attempted placement for extra point was wide.

The Rockets recoiled on the Bunnies and punched over their touchdown in the early minutes of the second quarter. Northeast's recovery of Dunn's fumble on the Benson 43 started the march. Jim Bowmaster made 26 yards to the 21 on a neat spread play, and then his pass found Paul Dunbar on the goal line for the score. Bowmaster's aerial in the end zone was high.

### Late Drives Fail

Benson, in turn, bounced back on the next kickoff in a drive that carried them to the Northeast one-foot line. Dunn, Green, Sidaris, and Gurnett drove to the Rocket 27, with hard line-driving. Glen Richter made a leaping catch to snatch Green's pass away from two Rocket defenders on the Northeast four, and it looked like another Bunny score.

Bright hopes were raised and dashed on the same play as Green smashed to the one-foot line, but an offside penalty ended the threat.

The Rockets nearly went ahead, mustering a march of their own late in the final quarter. Don Lincoln's 34 yard pass to McCurdy to the Benson 15 was the highlight of the drive which ended on the Benson six. A Bowmaster pass to Harrington was just one yard short of a first down as the final gun went off.

*Benson High News*  
Benson High School  
Omaha, Nebraska

In this football story the arrangement of the details in sequential order seems a logical one for giving the reader a true idea of the event. The first three paragraphs, rather than just the lead, represent a quick summary of the game. Then follows the longer account of what actually happened in the game from beginning to end. As is often the case in sports coverage, the story carries a by-line. The alert reporter has capitalized upon an unusual feature of the school's football season, the fact that this is the third city school that Benson High has tied by the same score of 6 to 6.

*Example 9*

# New Students See Jayem Day Before Classes Begin

To help new Marshallites become acquainted with the school and its functions, the Orientation Commission held an assembly program for them September 8 at 11:00 a.m. in the school auditorium.

Dr. Fred B. Dixon and Miss Thelma Keene welcomed the students and mentioned methods that would help them succeed in their studies.

Charlotte Robertson, the newly elected student association president, urged the students to keep up their studies and participate in school activities.

Pat Partin, treasurer of the student body, told about life at John Marshall in general and recommended them to join one of the many organizations that the school offers.

Joyce Reams, accompanied by Mr. Charles Troxell, sang My Hero.

Staff members were introduced by Janice Glover, chairman of the Orientation Commission.

Cheerleaders escorted the future Marshallites to their prospective homerooms, where they met with their homeroom teachers.

Student hostesses served cokes and cookies to the group. The cheerleaders led them in some of the familiar school yells.

During the spring, preparations were made for this program and invitations sent to the graduates from local junior high schools.

←	Summary lead
←	1st event
←	2nd event
←	3rd event
←	4th event
←	5th event
←	6th event
←	7th event
←	Cut-off paragraph

*The Monocle*  
John Marshall High School  
Richmond, Virginia

Example 10

In Example 10 we have another news story built on the chronological-order plan. It opens with a summary lead, and the body of the story is made up of a series of seven events, arranged in the order in which they happened. The account ends with an insignificant paragraph that meets the cut-off test.

# Blizzard Grips Missoula High

School life was thrown into chaos on Friday, February 7, as Missoula's first real winter in three years swept out of Hell Gate canyon. All Thursday night a blizzard raged, piling the new-fallen snow on the sidewalks into deep, powdery drifts. By Friday morning the temperature had dropped to a frigid 21-degrees-below-zero level.

With the students who braved the icy weather, stocking caps and woolen clothing were the order of the day. Ear muffs blossomed out on many a head. Girls who generally are seen wearing dainty dresses and shoes wore the more comfortable heavy sweaters and riding boots.

Home-room secretaries, on checking the rolls, generally found more students absent than present. Absentee reports grew so long that the customary attendance list was omitted from the bulletin.

By the time the first period got under way, frozen feet and ears of unfortunate students had begun to pain and swell. Several classes gave way to discussion of remedies of frostbite.

Many teachers, realizing the unusual conditions, suspended recitations for the day. The office bulletin backed their actions by announcing that all assignments were to be carried over until Monday and that the day was to be spent in giving extra help to those who needed it.

Afternoon classes were even smaller than those of the morning, as students refused to venture out after eating their midday meal. Most of those who did attend the post-lunch session left before completion of the afternoon, in order to arrive at their homes before another drop in the temperature made conditions worse.

Several students who were lucky enough to be able to drive cars to school found the radiator frozen or the brakes locked when it came time to go home. Clinton and Bonner busses arrived safely, despite badly drifted roads. All city busses were crowded throughout the rush hours by students.

The Girl Reserve dance, which was to have been held that night, was postponed, as were many of the other social functions throughout the city.

Thus was school life in Missoula affected by the fiercest weather in many winters.

By the following Monday, conditions were slightly alleviated. The wind had died down, and soon the sidewalks and streets were passable. Everyone seemed to think that the worst was over.

On Tuesday afternoon, February 11, however, another blast of winter was loosed from Hell Gate. By Wednesday, drifts again filled nearly all roads and sidewalks, but this time the snow was piled much deeper.

School continued on Wednesday with only meager attendance in contrast to the ordinary enrollment of almost 1400. By the sixth period it was decided that school should not be held on the next day. Students left the building rejoicing over the unusual holiday.

Many high-school boys took the opportunity afforded to earn a little money by shoveling sidewalks. Hopes that Friday would also be a vacation were dashed when radios and newspapers announced that school routine would continue as usual.

Effects of the second storm were chiefly the postponement of the De-Molay dance and the delay in the publishing of the *Konah*.

*The Konah*  
Missoula County High School  
Missoula, Montana

Example 11

Sports writers usually use chronological order in giving the accounts of games, summarizing the results of a contest in the lead and then following with the details from the beginning to the end. An excellent example of how school newspapers use this approach with other subjects is the story found in Example 11. Notice the time sequence that runs throughout the story as the framework:

1. Summary lead.
2. Arrival at school, first day of blizzard.
3. Homeroom and first-period action.
4. During class periods later, recitation suspended.
5. Afternoon classes smaller than morning.
6. After school, cars frozen.
7. Night dance postponed.
8. Following Monday, conditions.
9. Tuesday, more snow.
10. Wednesday, snow drifts larger.
11. Later Wednesday, school in operation.
12. No school Thursday.
13. Friday, school renewed.
14. Final paragraph that meets the cut-off test.

### TYPE 3: MANY-ANGLE, MANY-INCIDENT, OR COMPOSITE STORY

Most of the routine news stories found in school newspapers are relatively simple in style. One reporter usually can handle the assignment, getting most, if not all, of his material from one source.

But in many news tips there is the invitation for the reporter to go beyond the single-incident coverage, to follow his nose for news, to find the new and related angles among more or less hidden possibilities. This story, that combines a number of incidents or facts held together by a common thread of interest, is known as the *composite story*. Other names given it at times have been the *many-incident*, *many-angle*, or *string story*. The latter term comes from the idea of stringing together many incidents into one story.

With the daily newspaper, composite stories are relatively common. For instance, a murder may lead the city editor to set three or four reporters following the various angles. As the reporters secure their contributions they send them into the office where a desk man may piece them into one complete story.



Through press associations, such as *AP* and *UP*, a story that breaks simultaneously in different sections of the country is brought out as a composite story under one head. Always good for a composite is that first cold wave of the season when the thermometer takes a nose dive worth writing of.

The composite or many-angle story can be put to work by the school staff to extend the newsmanship of its paper. The assignment editor who sees such a story may want to give the various angles to different reporters, but since the coverage is usually all within the school one reporter can very well handle it.

**Coverage.** If a number of school reporters are assigned to such a story, each writes at the top of his copy the general topic, as well as the particular angle he has covered. These short accounts are then turned back to the assignment editor. Combining them into one story may be delegated to one of the reporters who has had an important angle.

Whether one reporter or many have gathered the facts, the form the story will take will be practically the same. In writing the lead the reporter may (1) feature all the important angles into a summary lead, (2) pick out the big point of the story and play it up in the lead, (3) combine the two methods when one point barely stands out above a number of others, or (4) place first the latest news. The sections are then added in the order of diminishing interest or importance. The story must move smoothly from one section to another, with no sharp break noticeable to the reader.

**Finding the source.** Naturally the staff member who is most apt to see the possible source from which this type story can be made is the assignment editor. It is a part of his job to be seeking new stories. He has the task of getting the reporter to see the same possibilities in a source that he saw, a task that cannot be underestimated. As well as posting the story he should talk with the reporter about it.

The topic for the story is not necessarily unusual: it is the coverage and treatment that make news by bringing out unusual angles.

Typical of such assignments might be the student-government story that follows this page. Notice the various angles, each of which might be covered by a different reporter. Note that in each angle the editor saw a possibility for news, and that some of these angles will develop nicely while others may result in nothing significant. Again the reporter's resourcefulness may be pointed out as the guiding factor.

Notice how detailed the assignment will have to be. What is written here might be considered an assignment editor's notes as he first recorded his "hunch," and from which he will perhaps orally make his assignments to the various reporters.

## ASSIGNMENT

TOPIC: *Student Government*. Value: Story may reach eight hundred to a thousand words, depending upon coverage.

ANGLES:

1. *Progress this year*. Assign one reporter to each of the six council committees to get this information. What has committee done this year? Should report definite things rather than intentions. May report plans that are assured of being carried out soon. What difficulties are you finding in carrying out your plans?

2. *Average student's attitude toward student government*. By consulting a representative number of students, determine what the average student thinks of, knows about, and does concerning his school government. Is he sold on its value? Does he actually participate? Is he more or less interested than the average citizen is in his city and county government?

3. *Homeroom attitude*. Theoretically, homerooms advise their representatives before they go into the student-council meetings, and then discuss council legislation after the meetings. Which homerooms are most vitally interested in the council's work (as shown by action in the homeroom discussion, etc.)? Try to classify rooms, after your investigation, into three or four groups according to interest. Try to make deductions as to which are most interested, boys or girls, upperclassmen or underclassmen.

4. *Administration's plans*. Interview the faculty head of the council, the principal, and other faculty members. Disclose plans, satisfaction or lack of it, with progress of the student government.

5. *Old prefect court system*. Three years ago the present form of government replaced the former prefect court system. Get the facts. Why the change? What are the differences?

DEDUCTIONS: The staff should have enough data to draw conclusions. The various reporters will hand in conclusions as well as news copy. Perhaps the conclusions should then be discussed with the council president to get his opinion.

COMPOSING: One person will be assigned to develop the final story from the data handed in. Perhaps the editor will want to write an editorial to accompany it. If the angles run long, it may be desirable to break the story into about three consecutive installments.

It can readily be seen that there was one general idea running through the mind of the assignment editor. Perhaps he had tentative conclusions about student government that led him to see the story; but nevertheless, he wants facts and opinions from others. This particular story, as so many of this type can be, is to be built around an investigation that brings in factual background as well as opinions of those who should know. Interviews and printed materials are two sources of data. The story is not at all dependent upon some particular event that is about to happen and that could be covered firsthand as a straight news story.

# School Withers Before Influenza

1 Bosse high school went "fluzy" this past week as the number of absentees shot skyward, 238 students being absent the first day.

2 Teachers tried in vain to hold the regular end-of-the-quarter examinations, as many classes could muster but fifty per cent of their enrollment. Cafeteria sales fell off while tempting dishes such as Tuesday's favorite tenderloin went begging. Students failed to find their friends at the usual meeting places, traffic in the halls was noticeably lessened, while wan faces and hacking coughs were prevalent among those who did attend school.

## Cases Light

5 Although widespread, the epidemic generally treated individuals lightly, the average absence being about three or four days. The first notice of what was coming was last Friday's absentee list of 135. One hundred of these returned to school by Tuesday, yet 248 were out that day. Eighty of these were in the next day when the reports showed 265 out. As the week progressed the student who had escaped was an oddity.

6 Miss Ena Long, dean of girls, was confined at her home in New Harmony the entire week, her place being filled by Miss Mary Margaret Archbold, former English teacher here. Principal Carl Eifler was among the first to take the count.

---

**Examples are scarce.** It is not easy to find examples of this type of story in high-school newspapers. The example shown here, Number 12, treating an influenza epidemic in one school, reflects the good coverage of possible sources of information bearing upon a single subject. By reading the story it is impossible to determine if the story was covered by a single reporter or a number of staff members. The credit for the varied treatment and the wide coverage may need to go to both assignment editor and reporters. Notice the many angles tied into the main feature, influenza epidemic.

1. Actual number of students absent.
2. Examinations interrupted.
3. Cafeteria sales influenced.
4. Hall traffic falls off.
5. Average absence of a student.
6. Teachers who were ill.
7. Exact reference to office absentee list.
8. Incident in a particular class, remedies.
9. Student discussion of the experience.
10. Play rehearsal.
11. Dismissals by office during school day.
12. Problem of making out grades.
13. Attendance at Parent-Teacher meeting.
14. Veteran teacher interviewed about previous epidemic.
15. Office clerk interviewed.

- The flu had no respect for size. Louie
- 7 Boink and Sydney Werner were among the athletes who were out. Glancing down an office absentee blank one read—Ballou, Brendt, Belser, Brooks, Bockstegge, Brown, Bristow, Breece, Boink, Beaven, Blum, Board, Bettag, Berger, Bradford, Bell, Barrett, Bellamy, and on through more B's into the C's and through every letter of the alphabet.

### Quack Doctors Popular

- 8 The discussion of common remedies and preventatives replaced sports and date chatter in the halls. Quack doctors were in demand. Mr. Bedwell's mechanical-drawing classes invested in a box of baking soda, and prescribed doses of that at five cents a spoonful, with Ruth Niecnagel and Ruth Klammer administering it.

- 9 It actually became stylish to have gone through the experience. Loren Bailey, his fair face having become even fairer, talked more glibly of his weekend siege than of the innumerable baskets he had just made in Bosse's first basketball game with Mt. Vernon. The symptoms, headache, sore throat, flushed face, and chills, were discussed freely by the students.

- 10 In Miss Weintz's rehearsal for the Christmas play, Scrooge, it was not necessary for Tiny Tim to pretend illness, for other members of the Cratchit family obliged by remaining home, really ill.

### Many Excused

- 11 It was a break for the educational objector, for the office gave anybody the benefit of the doubt if he wanted to be excused. Each day as many as thirty left after school sessions had begun, passing on the way out those who were returning.

- 12 There were cases in which students were asked to leave by the teachers. Teachers are confronted with the problem of making out quarterly grades in spite of absence. Incomplete marks will be popular on the cards.

- 13 But forty-five attended the monthly Parent-Teacher meeting at the building Tuesday night, the flu being again blamed for the drop from the usual two hundred.

### 1918 Recalled

- 14 Miss Alice Browning, veteran commercial teacher, recalled the first flu epidemic to hit Evansville, that of 1918 when the malady was known as Spanish influenza. So severe was the siege, schools were dismissed, hospitals were overcrowded, and teachers volunteered as nurses to help minister to those afflicted.

- 15 It was estimated by Nora Tracer, office attendance clerk, that at least 650 of the 1200 Bosse students had been absent at least one day this week.

*The School Spirit*  
Bosse High School  
Evansville, Indiana

### Example 12

In the arrangement of the various incidents within the story, the reporter could hardly follow the inverted-pyramid form, for the incidents treated were in most cases about equal in significance and interest. This is often the case with the composite story.

Another common use of the composite-story form in school papers is the coverage of two or three games that have been played since the last issue of the paper appeared. The absence of timeliness makes separate coverage questionable, the pressure of coming events cutting down the space that can be given to those that have passed.

The grouping of the club write-ups into one account is a bit out of the ordinary, and results in a composite story, as noted in the example following. The lead summarizes the work of all clubs treated, while the headline features but one of the organizations.

## Club Will See Film Made Here

### Ann Rutledge Girl Reserves to See Highlights of Austin Game

Movies of local basketball games, book reviews, hobby discussions, and current event study are but a few of the many things the various school clubs recently have had and will have as interests.

Reviews on "Old Jules," "Gone with the Wind," and "This England" were given by Miss Mabel Rawlings at the last meeting of the Library Club.

"Old Jules" by Mari Sandos is a biography of a Swiss settler in Nebraska. A synopsis of "Gone with the Wind" by Margaret Mitchell was appreciated by the group. "This England" by Mary Ellen Chase is a series of sketches on life in England.

Movies of the Albert Lea-Austin game will be shown by Roger Guiney for the Ann

Rutledge Girl Reserves at their meeting on February 16. Other selections on the program will be an accordion solo, a play "Fourteen" to be given by a group of members, and the singing of mountain ballads sent to the club by Miss Agnes Strom, former leader of the organization.

### Have Checker Tourney

The "Consumers' Research," a pamphlet containing recommendations for various articles, was explained and discussed at the Torch Club meeting February 2. Fountain pens, make-up, fur coats, and automobile repairs were some of the articles discussed.

Basketball on Saturday mornings and a checker tournament provide activity for the Torchites this season.

Hobbies featured the Maria Sanford Girl Reserve meeting held February 9 in the Activities room. Talks were given by Ardis Randolph on "Reading," by Helen Severson on "Stamps," by Marjorie Hoiun on "Miscellaneous," and by Jean Snyder on "Scrap-books." A flute solo, "Angel's Serenade," was played by Janice Warner accompanied by Joan Thomassen.

*The Ah La Ha Sa*  
Albert Lea High School  
Albert Lea, Minnesota

*Example 13*

## TYPE 4: THE NEWS BRIEF

There are always short news items that deserve space in the paper, but present a problem because of their number. Spotty make-up must be avoided on any page. Many school papers print the more significant items as filler below the fold on front page, and scatter others throughout the paper wherever columns run short of type.

As seen in Example 13 above, related items, such as the write-ups of the various club meetings of the previous week, can be grouped into a common story. Another popular means of handling miscellaneous news items is that of



bringing them together under a stock head that runs from week to week in about the same spot in the paper. The following three examples show this practice. A story is condensed to a single streamlined paragraph, which reads about like the summary lead of a longer story. A number of these paragraphs, or news briefs, appear under a recurring head.

## News Flashes

Sally Cooper and Bob Field represented L. M. at the World Affairs Council meeting, John Wanamaker Store, on Tuesday. Bob was recently elected president of the forum club.

\* \* \*

The Student Council has set Dec. 28 as the date for their annual Christmas dance. The dance, to be staged in Downs Gym, will be informal.

\* \* \*

Sophomore commercial club students, despite bad weather, had picnic fun at Gully Run Park recently.

Officers of this club are Rosemary Stumpo, president; Barbara Lindsay, vice president; Joan Cronin, secretary; and Helen Mullin, treasurer.

\* \* \*

Miss Myrna Sheely's drama class attended the Hedgerow Theater presentation of "The Rivals," by Sheridan, Oct. 27. Selected students from other English classes joined Miss Sheely and her class.

\* \* \*

Newly-elected riding club officers are as follows: president, Steve Tily; vice-president, Sue Reynolds; secretary, Jill Peden; and treasurer, Dick Edwards.

\* \* \*

Students and faculty send their best wishes to Miss Anita M. Taylor. Miss Taylor is recuperating from a recent operation.

\* \* \*

Congratulations and happy motoring to Mr. Anthony Della Rezza, Miss Effie Hibbs, and Mrs. Ann Watkins who are sporting brand new cars. Nice ones, too!

\* \* \*

**The fellowship club recently entertained Miss Mitzi Jacoby who told the club about former accomplishments and future plans of the Philadelphia Fellowship House. Miss Jacoby showed slides of the house's activities.**

\* \* \*

Lenny Frankel and Jerry Brodsky are the newly-elected president and treasurer of the gin rummy club.

\* \* \*

**Lower Merion students are invited to attend School and College Night which will be held Tuesday evening, Nov. 17, at 7:30 P. M. in the Upper Darby Senior High School.**

**Representatives from various schools, colleges, and universities will be present.**

\* \* \*

Mary Lou Tompkins will appear on "Youth Takes A Stand" on channel 10, Sunday.

*The Merionite*  
Lower Merion High School  
Ardmore, Pennsylvania

*Example 14*

In most instances, news briefs when arranged together, as in the examples on pages 51 and 52, are placed on the front page of the paper. In a sense, they are important items, even though they do not deserve the detailed treatment given longer stories.

## *Bits of Bayside*

The Chemistry department has announced that there will be advanced chemistry and radio classes next term. Those interested are urged to see Dr. Arthur Greenstone, chairman, in room 138A.

\* \* \*

Jacqueline Holzinger, June 1952, was presented with a \$50 award for being the top student in Home Economics at Hunter College.

\* \* \*

Robert Glover, June 1953, won a \$50 prize for an anthem which he composed. Robert was the accompanist for the Chorus and worked on his prize winning composition in

the Harmony class. The contest was sponsored by the Canyon Press which will publish the anthem.

\* \* \*

Lt. Henry Buttleman, Jr., 1947, America's youngest jet-ace, and the only jet-ace in the state of New York, will have a huge homecoming welcome in the town of Bayside in November. The band and other students of Bayside have been asked to participate in a parade to be given in his honor.

### *The Baysider*

Bayside High School  
Bayside, Long Island, New York

*Example 15*

## **Newsettes**

### **Curtains Going Up**

The red and white checked curtains in Room 213 were made by Mrs. Minnie Moore's senior sewing class.

### **No Mistake**

Mrs. Mary Meyers, school nurse, had the scales checked for accuracy recently. It seems when she went to the various gym classes to measure and weigh the boys and girls there was a little dispute. The girls thought they weighed too much while the boys complained of weighing too little. The scales, however, were correct.

### **Two Bulldogs Entertained**

Wilmer Black and Barry Semple were entertained by the Quarterback Club on October 5. Both boys play on the BHS varsity football squad.

### **Let's Dance**

A group of instructors from a local dance studio demonstrated several modern dances during intermission at Canteen recently.

Three new records, **The Gleason Slide**, **Button Shuffle**, and **The Mexican Hat Dance** will be purchased as soon as they are available.

### **Librarian Speaks**

Mrs. Hobson, State librarian, spoke to librarians from all over New Jersey at the recent Institute held at BHS. Mrs. Hobson's topic was "Librarians in the School Life of the Young Adult."

### **In Kansas City**

Russell Sheppard, FFA president, returns Sunday from Kansas City where he has been attending the national FFA convention.

### *The Echo*

Bridgeton High School  
Bridgeton, New Jersey

*Example 16*

**Types and sources of news.** News falls into two classes—the anticipated, as an assembly scheduled in advance, and spot news, as an explosion in the chemistry laboratory. A game is anticipated news, but the collapse of the bleachers is spot news. The lightning story, Example 17, is spot news. However, the bulk of school stories are anticipated.

In gathering the facts for his story, a reporter may secure them (1) as an eyewitness, (2) by interviewing one or more people, or (3) from written or printed sources. All three of these means are revealed in a study of a good daily newspaper. Any one, or even all three, may be used for one story. The object is to get the truth, using the natural means of doing so.

For every story there are authorities from whom to secure the information wanted, and mere supposition must not stand in the reporter's way. The reader's opinion of the paper will depend upon how accurately it gives the facts over a period of time. Accuracy, even to the spelling of each name, must be the reporter's constant guide.

# Bolt Strikes, Endangering 2100 Pupils

---

## Chimney Struck by Lightning During Heavy Storm October 16

Endangering the lives of 2100 people, a terrific bolt of lightning hit the chimney of Mechanic Arts on October 16. A scar 20 feet long and four feet wide was left where bricks had been blasted away.

Mr. Homer Hillard, assistant principal, said, "It appeared to come down the elevator shaft. I'm glad it did not happen five minutes later when all the classes were passing. Serious injury might have occurred."

Bricks were found over 120 feet from the base of the chimney. The top of the car of Mr. M. L. Robbins, wood shop teacher, had

a hole in it where a brick dropped through it. In the court below the chimney the students keep their bicycles. Bob Thorson, junior, came out to find his bike a wreck.

The iron railing of the court suffered a deep dent where bricks fell on it.

Mr. F. E. Critchett, history teacher, went over his car and found several deep dents in the gas tank and large pieces of debris around the car.

Mr. Arthur Wright, machine shop teacher, was standing in his shop when the bricks came crashing down breaking several skylight windows in the roof of the shop.

"It will cost \$200 to fix the chimney," said Mr. McNeely, head janitor.

Miss Eleanor Deem, English teacher, was telling her class of "Paradise Lost." Soon she came to, "the speech was received with thunderous applause—" "Crash!" The thunder broke and lightning struck. "Broooooom" came the roar as the bricks fell and the "thunderous applause" became all too real!

This is the first time lightning has hit any St. Paul school.

*Mechanic Arts Cogwheel*  
Mechanic Arts High School  
St. Paul, Minnesota

*Example 17*

A beginning reporter, in checking his story to determine if it is complete, may ask himself—does it tell who, and what, and when, and where, and why, and how? The experienced reporter automatically answers them as he writes.

**The moral tag.** For the beginning newswriter often the most difficult thing to learn is the art of withdrawing himself from the story he is covering, to appreciate that the news story is the most impersonal of all writing. The beginner invariably wants to add a personal touch to the account, once he has covered the facts. He wants to comment about the affair or to appeal directly to the reader with the use of second person.

So common are these tail-end personalized comments on student stories, they have come to have a name, the *moral tag*. A few examples taken from the front-page news stories of one school newspaper are these:

Central will be indeed sorry to lose such a fine teacher.

Central students and faculty want to extend to you, Mr. Olsen, their hearty congratulations for this honor that has come to you.

Tom Jones, newly elected vice-president, with his happy-go-lucky spirit will add a lot to the class leadership.

The assembly should prove to be entertaining.

For this splendid program the class all extended thanks to the committee. They have spent hours of their own time to prepare it.

The members of 238 have been very enthusiastic about the drive, contributing from their lunch money. Why don't you?

If you have any suggestions about noon activities, see Mr. Sproll.

Let's show this new teacher how cooperative the students of Central can be.

As said earlier, the reporter gives the reader the facts and lets him form his own opinion. Some of the same points in error above could have been handled with good journalistic approach. For instance,

Mr. Sproll, dean of boys, has asked that suggestions for noon-time activities be handed to him.

Jim Knoll, president of home-room 238, has pointed out that other rooms could follow their example of contributing to the fund.

The basic style of newswriting is that of the straight news story treated in this chapter. The reporter cannot learn that style too well. Once mastered, the liberties extended him by other types of coverage can be learned, and the variations that characterize these other forms of writing will come readily.

## WORK SHEET NUMBER 4

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*Step 1:* After having read this chapter, consult other references on the news story.

*Step 2: Group activity.* Using the front page of a daily paper mark each story using (A) to indicate stories to which the reporter was or might have been an eyewitness, (B) to indicate those stories which were secured by interviews, and (C) for those stories which were obtained from printed sources. It is possible that some stories might bear two or three letters.

In the same fashion mark each story using (1) to indicate anticipated news, and (2) to indicate spot news.

Post your page on the bulletin board.

*Step 3:* From the front page of your school paper or an exchange from another school clip and mount a story (without a by-line) that uses first person to mean the reporter or second person to mean the reader. With colored pencil or ink draw a circle around these pronouns. At the right of the story write words or phrases that should be substituted to make the story impersonal. You may substitute a story with a by-line if you cannot find another.

*Step 4:* Clip and mount an example of a news story written in the inverted order and one written in the chronological order. Label each. Ask several of your classmates if they agree with your selections.

*Step 5:* Select from a daily paper a story to which the cut-off test may be applied. Mount the story in two pieces showing which part might be cut off without materially injuring the story.

*Step 6:* From your school newspaper clip a news story that does not properly identify its subjects. Mount the story and at the right indicate the identifications that should have been included.

*Step 7:* Clip and mount a story that carries a moral tag.

*Step 8:* List ten subjects that would be suitable for news-briefs in your next school paper.

*Step 9:* Using the facts presented in Steps 3, 4, 5, and 6 in Work Sheet 3, write four news-briefs.

*Step 10:* Using this lead as an aid, outline the procedure you would follow in writing the remainder of this composite story.

Junction City High School's Thanksgiving plans combine the annual football game with Chapman, the crowning of the Homecoming Queen, the program in the cafeteria and gym, and the four-day vacation from school.

*Step 11:* Example 18 is a composite or string story. Diagram its construction, and in each box of the diagram indicate the angle covered in that section. How many different angles or incidents are included in this story? Would you suggest that any of them should have been treated as separate stories? Discuss such points in class.

*Step 12:* Study Example 19 shown on page 58 to determine its type of construction. Then draw a diagram of its construction, following the style treated in this chapter that pertains to this type of news story.



# Pre-Christmas Days Bring Absences, Colorful Programs

## Numerous Students Work Downtown During Last Week

With Christmas holidays just around the corner, EHS is completing a rather disorganized week tomorrow. Students who have jobs during the Christmas rush are excused from school this week, and special programs and home room celebrations are current activities. That teachers and students have Yuletide spirit and cold germs to spare is apparent from the office records which report numerous absences due to colds.

### 205 Depicts Latin Xmas

Christmas customs in a Mexican home were depicted in a skit given in assembly Dec. 11 by members of Home Room 205, of which Mrs. Ruth Denney is sponsor. Millie Bondurant announced the program which had as its setting the home of the Camacho family in Monterrey, Mexico.

Members of the Camacho family were: Grandmother and Grandfather Camacho, played by Lora Mae Powell and Billy Heard; Senor and Senora Camacho, played by William Briggs and Glendene Powledge; Jessie Newberry as the Camachos' son; and the Senoritas Camacho played by Helen Linzy, Beth Rush, and Eliza Jane Rogers.

Other students made up the group of serenaders which appeared. One of the serenaders, Virginia Hargrove, presented a flute solo, with piano accompaniment by Harold Hawley. Jean Turner gave her version of two familiar nursery rhymes. Two visitors from America were introduced (Virginia Buck and Betty Jo Harper), and

they took part in the entertainment by dancing.

Gaily colored costumes and decorations were used.

### Club Presents Pageant

Miss Bene Gene Smith and Mrs. Newkie Bickerstaff join together to present the final Christmas program before the holidays. It will be given Friday, Dec. 22, and will be in the form of a pageant.

Mrs. Bickerstaff will be in charge of the readings and Miss Smith will direct all tableaux. Miss Marilyn Betts will be in charge of choral arrangements by the junior and senior glee clubs. Only parts of the glee clubs will participate. Beverly Scull will give a reading, "The Christ Child," from the book, "Ben Hur," with a background alabaster scene of angels and manger.

The angels in the scene are Pattie Lou Martin, Joan Wingfield, and Betty John Woolley. Vange Miller will take the part of Mary while Frank Spawr will portray Joseph. The wise men are Buddy Mellor, Carl Garrett, and Edwin Head.

The shepherd is Granville Alley and the "sheep" are Betty Moore and Terry Brady. The very striking alabaster background will be constructed by Barbara Taylor, Virginia Vansickle, Julie Price, Martha Felsenthal, and Bertie Sue Caldwell.

### Home Rooms To Celebrate

Special homeroom meetings are scheduled for tomorrow afternoon so that students may exchange gifts and have the planned Christmas programs. The meetings will be forty-five minutes

long, following short class periods in the afternoon. Program chairmen from the various senior home rooms discussed a senior party which might be held at this time. Plans are not yet complete.

### Program on Art Presented

Christmas art was the theme of the program presented in assembly today by Mrs. Edith Shannon's speech class.

Paintings that were shown were Raphael's Madonna of the Chair and Sistine Madonna; Wise Men Guided by the Star by Portals; Wood's No Room in the Inn; Tidings of Great Joy by Plockhorst; Bodenhausen's Madonna and Child; Midnight Madonna by Feruzzi; and Zmurkas' Star of Bethlehem.

Students taking part on the program were Spear Titsworth, Billie Anne Cramer, Evelyn Wood, Betty Jo Rogerson, Juanita Powledge, Betty Agce, Elaine Pirtle, Calvin Fudge and Helen Ruth Breazeal.

This program was originally scheduled to be given Monday but because some of the material failed to arrive

Christmas carols were sung as a substitute.

### Many EHS Students Working

Many EHS students are working during the Christmas rush. It was impossible to obtain a complete list; however, printed below is a partial list.

Those working are: Cecil Adams, Eloise Boone, Marijo Clark, Betty Combs, Pat Combs, Nonie Mae Cornish, Dorothy Jean Dumas, Ray Ellen, Juanita Franks, Betty Lou Goodwin, Louise Grandon, Harold Hawley, Floyd J. Hayes, Herbert Hogg, Shir-lene Jackson, Joan Jones, Doris Lankford, Katie Marie McDowell, Irene Martin, Dorothy Mitchell, Kathleen Oswalt, Patsy Perdue, James Perry, Lena Rae Pickering, Frances Poole, Glendene Powledge, Virginia Reeves, Gloria Roberson, Harold Robirds, Patricia Short, Betty Stallings, Norma Rose Thompson, Bernice Weeks, Geraldine Williams, and Mary Lynn Woolley.

*Hi Gusher*

El Dorado High School  
El Dorado, Arkansas

*Example 18*

## ***Additional Activities***

*A. Group activity.* Prepare a test on news-story structure for the rest of the class by clipping a number of sample news stories, each of which is an example of inverted structure or chronological-order structure. Mount these on a large piece of cardboard and exhibit them where they may be examined by other members of the class. Number each story and have each member of the class prepare a sheet of paper with the corresponding numbers in a column on the left side of the sheet. After they have read and studied each story, members of the class should write "inverted" or "chronological" after each number. Some member of the group should read the key, and stories upon which members disagree should be discussed and clarified.

*B. Group activity.* How long are newspaper paragraphs? The question may be answered by counting the number of words in each paragraph on the front page of a copy of a daily paper. If each member of the group counts the words in a different column and if the results are combined, the task may be done more quickly.

1. Tabulate the number of paragraphs having less than 10 words, from 11 to 20 words, from 21 to 30 words, from 31 to 40 and so on.
2. In which classification do the largest number fall?
3. Which is the longest paragraph? The shortest?

C. Clip and mount three stories which begin with significant statements.

D. *Group activity.* In Step 9 you wrote news-briefs from material used in Chapter 3 as a basis for leads. Discuss the differences between a summary lead and a news-brief. Is the style of writing similar?

## *Fire Threatens School; Students Calm, Helpful*

By MYRA LIPMAN

Classes began on schedule last Tuesday morning, and from all outward appearances this Tuesday was to be a typical school day at Woodrow Wilson.

But this was not to be! At 9:42, the fire drill bell rang, to the discomfort of some students, and the delight of others. By a quarter to ten, the building was cleared and the students assembled at the front of the building. Nothing seemed out of routine—to all it was just a fire drill. Suddenly, a fire engine zoomed to the rear of the building. It was followed by three other engines and a flaming red car.

Issuing from room 116 above the furnace was a roaring noise. A fireman threw a rope up to a window; it was caught by another member of the fire department. The fire hose was fastened to the rope and the hose was lifted into the air and through the window. Water was poured down a ventilator shaft. At ten minutes to ten the fire was thought to be extinguished.

Students witnessed this exciting experience with smiles and cooperative attitude. The police department was on hand to keep the students orderly, but found no trouble in doing so. Investigation showed the fire was in the ventilator of the boys' rest room between rooms 116 and 117.

Students returned to their classes, and the firemen withdrew from the scene. But this was not the end. Five minutes to eleven another fire alarm was sounded. Students again were sent outside the school building.

Three fire engines arrived. The fire had rekindled when the fans were turned on to blow the hot air out of the ventilators. The firemen once more extinguished the fire, and with the aid of a ladder removed the faculty ventilator. At length students returned to their third period classes and the regular daily schedule was resumed.

Signs of the fire were first noticed by Mrs. Beatrice Fordham, who was teaching 8B English in room 116. She smelled smoke and heard the fire crackling in the ventilator. She called Assistant-principal A. J. Mapp, who inspected the scene and gave instructions for the fire alarm to be sounded.

Mrs. Fordham praised the 8B's highly. They realized that there was a fire and had not become panicky, but had remained in their seats until the alarm was sounded.

*The Student*

Woodrow Wilson High School  
Portsmouth, Virginia

*Example 19*

## 5. Covering the News Event that Hasn't Yet Happened

### THE ADVANCE

**Coming events.** As indicated in Chapter 2, news is of two types, spot and anticipated. While spot news—the unexpected happening—comprises the daily newspaper's chief interest-bearing commodity, it means little to the school press. The things that happen around school have been anticipated for some time, with few exceptions.

The unexpected does appear in the student sports field, in the case of the victory or the defeat that represents a decided upset. But by the time the paper is published the story is no longer spot news, but is merely the review of a game that is already history to the students.

Since the school press, for the most part, is forced to build its news coverage around anticipated events, it is no surprise that over half of the news stories in the average school paper are of the announcement type, dealing with school events that have not yet taken place. This type of story is called the *advance*. It offers the staff a chance to pack into the paper reader interest built upon facts hitherto generally unknown to the student body.

**The assignment editor** who works haphazardly will assign just those future events that stand out plainly on the school calendar, such as the next football game, the next assembly, and the coming Open House for parents. Even though these coming events are apparent to all, if handled in detail the stories of them can hold great reader interest. However, the assignment editor who is enterprising will not only assign these apparent stories but will also cover coming events that are not generally known to the student body.

**The future book.** To assure himself that none of these happenings will be overlooked, the assignment editor should keep a "future book." In this date book he has recorded all the chance stories that are coming in the future. He is constantly making entries in the book, many of which suggest advance stories. For instance, a glance into such a book early in October might reveal such notes as those on the next page.

*October 10:* Assembly. Check early on program.

*October 12:* Drive for live specimens for the biology laboratory. Feature story, with picture of guinea pig family now housed there.

*October 13:* Proposed Student Council changes to be presented to student body in assembly. News story itemizing the six proposals. Related interview with the council president. Carry the two under a blanket head.

*October 14:* Coach King's birthday. Short human-interest item.

*October 14:* Annual School Spelling Bee. Include quotes from the story of last year's exciting finish.

*October 15:* Home-economics food classes to judge, for vitamins and calories, trays of all students as they leave the cafeteria lunch line. Let Stemper handle in her free feature style.

*October 19:* Printing classes to go through local Press plant. Play up the increased use being made of the community as an instructional laboratory—list other trips made by classes thus far this fall.

*October 20:* Vincennes-Central football game.

*October 21:* First issue of the school paper published 1924. Carry cut of first issue. Compare with today's—as to dimensions, total words, total inches ads, staff size, etc. Play up service to school. News and editorial both.

*October 21-22:* Presentation of "Sweethearts," musical comedy. Note last-minute changes in cast. Give plenty of publicity.

*October 21:* Dedication of new building. Play up Mayor as speaker.

*October 25:* Awards at All-City Art Show to be made. Carry picture of Youngblood, last year's winner, under caption "Again Has Entry in Art Show." Blanket head over cut and story.

Upon taking office the new assignment editor should immediately set about beginning a future book. An excellent help in this is to run through the files of the paper.

The items that are to be handled as advance stories, as indicated in the editor's notes, suggest variation in treatment. The treatments might be grouped into three main classifications:

1. The brief announcement.
2. The longer announcement, giving complete details in straight news style.
3. The detailed announcement, presented as propaganda or publicity to interest the readers in a coming event.

**Typical advance.** The story of the music festival that follows, Example 20, is a typical advance story that follows the principles of straight news-writing. The reporter has packed a lot of information into a short space, even describing the contrast in costumes and rounding out the account by telling the use to be made of the proceeds.



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# Two Hundred Play in Festival

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## Modern Numbers, Folk Songs, Negro Spirituals, Classics Dot Program; Soloists to Perform

Sweet strains of South American rhapsodies and stirring marches will welcome parents, friends, and alumni to the annual midwinter Music Festival on the evenings of January 17 and 18. Miss Esther Lehmann and Mr. Louis Goodrich, music instructors, are in charge.

Five groups, consisting of more than two hundred students, will create variety by including classical arrangements, folk songs, Negro spirituals, and modern numbers in the program. For those who prefer the classics there will be the Russian Sailor Dance and David and Goliath, and for advocates of Latin American rhythms Amparito Roca and Rhythms of Rio will be played.

### Girls to Wear Formals

"The program contains selections to please young and old," stated Miss Lehmann.

Dressed in their smart, cardinal uniforms and playing shiny instruments, the band will create a military atmosphere.

Contrasting with the band, the orchestra and Girls' Glee Club will be dressed in stately evening wear, the girls in flowing for-

mals and the boys in suits and white shirts. Although the Boys' Glee Club will wear dark suits, the a cappella choir will appear in their deep blue robes with the red tassels.

After hearing 23 singers at the try-out on December 18, Miss Lehmann and Mr. Goodrich chose the following vocal soloists: Joan Yaucher, contralto; Ruth Brokiewicz, soprano; and Robert Tamms, baritone. Harmonizing their voices will be a male quartet composed of Frank Murawski, Eugene Puerling, Ernest Schlieter, and David Shapiro.

### Clarinet Quartet to Play

A clarinet quartet consisting of Frank Danielewski, Lillian Korda, Lorraine Peterson, and Wayne Sammons will play.

Among the instrumental soloists are Gloria Carus and Eugene Nikora, piano; Lillian Staicoff, violin; and Donna Diedrich, marimba.

Proceeds from the Festival will go towards the organ fund. The instrument, which will cost approximately \$3,000, probably will be installed next September. It has two manuals besides an echo effect. The organ has the tone of a church organ.

### *The Cardinal*

South Division High School  
Milwaukee, Wisconsin

*Example 20*

**Significant announcement.** This next advance story, Example 21, reveals the type of assignment that charges the reporter with the responsibility of setting out accurately and clearly certain facts that the reader will need. A mere announcement that the school will excuse some students December 16 to work in the local stores during the Christmas rush would not have been enough. Notice how specifically the pertinent information is set out. From the lead to the last paragraph the account is packed with necessary details.

The reporter did not attempt to interest the reader in this Christmas-rush work project. He left that to others. He assumed that his job was to give to those who were interested the requirements and procedures for being excused from school to engage in the work. This he did well.

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### *Calling All Working Centralites*

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## Students with 'B' or 'C' Average To Be Excused Dec. 16 for Work

All Minneapolis high school students who are over 16 years of age and have achieved a "B" average on their second report card marking are eligible to be excused December 16 for Christmas work. Students who have a "C" average may be excused half days for such work.

To be excused, the students must have definite jobs with employers and must arrange to make up their work in advance or after their return to school, at the discretion of the individual teacher. Grade of "F," with no opportunity to make up the work, will be given to students who stay out of school to work previous to December 21 without being excused.

Agreement on the rules to be followed in employing students for Christmas work has been made between the Minneapolis public schools and the Minneapolis Retail Association.

The stores will do all the interviewing of prospective students for employment outside school hours; provide for training of new employees outside school hours; hire only students 16 years of age or older; employ no students during school hours before December 16; and between December 16 and 20, employ only students who have been excused from school.

The schools will excuse before December 21 only students who have jobs definitely related to the Christmas rush. Grocery stores, meat markets, outlying drug stores and other busi-

nesses not directly affected by the Christmas season will not be included.

The post office expects to fill its quota of about 2,500 additional workers from university or out-of-school men. No boys under 18 years of age will be hired for the night shift if they are to be in school days.

"Students who wish to work during the week of December 16-20 should make their plans now," Miss Margaret E. Andrews, consultant in work experience and placement for the Minneapolis schools, said.

Miss Andrews said that students should decide where they wish to work, secure a card of introduction filled out by the school counselor, and make an application for a job.

"They should arrange with their teachers to make up their school work prior to asking for an excuse, she said.

*Central High News*  
Central High School  
Minneapolis, Minnesota

*Example 21*

**The moral tag** was explained in Chapter 4 as the tail-end personalized or editorialized comment that an overanxious or inexperienced reporter may add to his story, thus violating the principles of newswriting. This error may easily creep into the beginning reporter's advance stories, in the form of such statements as these:

Come on out, students, and support your team this Saturday at Enlow Field.

The play will certainly be worth the fifty cents.

In their behavior, students must show their appreciation of these lunch-hour dances in this first trial that is coming up.

In order to bring about student action in the case of an advance story written as publicity for a school event, the writer resorts to an interesting and factual account, and not to direct editorial appeal. The advance story is a form of the news story and must be governed by the principles of it.

When the event seems to justify it, the school paper carries a series of two, three, or even more advance stories leading up to, and creating interest in it. Such a series must be planned from the beginning, the possible angles being determined and divided among the accounts. The next story represents the first of a series of three advance stories written for the opening school play. Notice these points:

1. The writer is willing to write a straight news account, an announcement giving the reader only bare facts and keeping his featured angles for the build-up of interest he hopes to get in his next two accounts.

2. He leaves it to the sponsor of Student Participation to make in the last paragraph the only appeal for student attendance.

The coming club meeting, treated in Example 23, as a straight news item is worth perhaps only half the space the paper gave it. But the feature treatment used in presenting this news justifies the attention given it. The reporter cleverly took advantage of an unusual angle in his rather brief news tip, to turn out an advance story that breaks the monotony of the many straight news stories on front page that seem to have to be reported that way.

As noted in the example just discussed, in extending the coverage of a rather insignificant club item, the writer did not build up the story in order to popularize the coming event with the readers. There was no reason for that, since only the members of that club would attend the meeting anyway. However, much of the coverage of coming school events is handled in the school press for the purpose of interesting the readers in attending or participating.

# Comedies Will Benefit S-P

## Dramatics Class Plans Three Presentations

Under the direction of Mrs. Josephine T. Kritzer, the dramatics class will present three plays this year for the benefit of the Student Participation Association.

The first of these plays will be given on October 23 and 24, the second on November 13 and 14, and the last on December 4 and 5. The student body will be divided into two groups. One group will attend the presentation on their first day and the other group on the second day.

Admission for the plays will be nine cents per play, or a special rate of all three plays for twenty-five cents. This money will go to the S-P to be used for their expenses, such as point-system awards.

The first play is entitled "But Now There's Buford," a comedy concerning the problem of a little sister who is always butting into the affairs of others. The cast is as follows: "Lenore," the big sister, Mary Lee Rankin; "Bobbie," the little sister, Jean Morgan; "Kitty," a friend of thirteen who is very boy-crazy, Lela Mae Reckord; "Elizabeth," another friend, Mary Ellen Cox; "Bill Thompson," Lenore's latest, Bobby Joyce; "Buford," a friend of the family, Charles Karo.

The second play will be "Wild-cat Willie," a story of the younger brother problem. The last play is to be "The Last Christmas." This is a story about a family who has to sell their house immediately after Christmas.

Miss Esther Singleton, sponsor of the Student Participation, urges everyone to attend these plays. "These plays are not only by the students, but they are for the students," she remarked.

*The Jeffersonian*  
Thomas Jefferson High School  
Richmond, Virginia

*Example 22*

## *Murder! Victim Dies by Poison*

*By June Woodrum*

Time—September 13, 11:30 p.m.

Place—Bedroom apartment, 215 Dixie Street.

Object—Murder!!

Method—Poisoning by sodium cyanide.

On the night of September 13 a gruesome murder was committed in a tiny bedroom apartment. The victim was none other than the chemistry teacher at Stonewall Jackson, January Winters; the murderer was ???

### Stage Mock Trial

These grim details form the background for the mock murder trial to be held Tuesday afternoon, November 14, at the meeting of the Future Business Leaders of America, sponsored by Mrs. Edna Pettit. The participants are all members of the business law class under the instruction of Mrs. Evelyn Brill.

Joan Duff will be the judge; Bob Silverstein, the prosecuting attorney; Lois Arbogast, the defending attorney; Ruby Graham, the bailiff; and Gene Watson, an insurance agent. Pauline Parsons as February Winters, January's sister, is the chief suspect.

### Appear as Witnesses

Testifying as witnesses will be Doris Moses as Miss Debit Credit, bookkeeping teacher at Stonewall; Betty Ratliff, a druggist; Sally Peebles, head of the business education department; Alice Martin, the coroner; and Joan Paxton as Mrs. Pandalgast, the Winters' landlady.

As the story unfolds, the courtroom learns that on September 13 January went to the corner drug store for sleeping tablets. At the same time February bought a small bottle of sodium cyanide. Accidentally (?) January took the poison instead of the tablets.

Is February the murderer? The business law students must decide.

*The Jackson Journal*  
Jackson High School  
Charleston, West Virginia

*Example 23*



# State Scholastic Football

## Diadem at Stake Tomorrow

### In Tulsa-Muskogee Battle

**Elevens Primed for Final Clash; Brave Gridmen to Be Supported By 850 Students, Band; Jack Jacobs Heads Rough Offense at Full Back**

#### Coaches Pessimistic

#### Cortright's Men Lead, 12-10, In Long Series; Game Rated As Toss-up

Oklahoma's prize high school football extravaganza of the season will be unreeled tomorrow afternoon at Muskogee, where the Roughers hope to outscore a high-flying and serious-minded troupe of Tulsa high school gridmen.

Hinging upon the outcome of the traditional Thanksgiving classic is the Oklahoma Six conference championship and the mythical state prep title. And since it is the final engagement for both teams this year, spectators should be treated to 48 minutes of live, open, and hard-hitting football.

#### Jacobs Rougher Threat

Approximately 850 Centralites, including the band, will make the trek to Rougher town for a glimpse of Bob Cortright's highly touted back, Jack Jacobs. The 185-pound, six-foot, two-inch Indian youth has given all opponents trouble this season, and writers are predicting more glory for him tomorrow afternoon.

Aided by Keith Rigney, end, and Gilbert Hooker and Clint Taylor in the backfield, Jacobs has spearheaded Muskogee to victories over McAlester, Sapulpa, Fayetteville, Ark., Bartlesville, Lawton, Okmulgee, Ft. Smith, Ark., and Parker high school of Chicago this season. Only one defeat, a bare 7 to 6 clash with Little Rock, mars this year's Rougher record.

#### Braves Undefeated

Tulsa also has an enviable record this season. Following a dismal scoreless tie with

Claremore in the opener, they have tripped Tulsa Clinton, Bartlesville, Oklahoma City Classen, Okmulgee, Sapulpa, Oklahoma City Central, and Oklahoma City Northeast in successive starts. A four-star backfield combination of Dick Ellison, Dick Cannon, Martin Van Wieringen, and Ralph Bloomfield

#### TURKEY FOES' RECORD

Muskogee 19, McAlester 0.  
Muskogee 6, Little Rock 7.  
Muskogee 6, Sapulpa 0.  
Muskogee 39, Fayetteville 0.  
Muskogee 13, Bartlesville 0.  
Muskogee 20, Lawton 6.  
Muskogee 20, Okmulgee 0.  
Muskogee 27, Ft. Smith 6.  
Muskogee 19, Parker (Chicago) 6.  
Tulsa 0, Claremore 0 (tie).  
Tulsa 13, Clinton 0.  
Tulsa 24, Bartlesville 0.  
Tulsa 6, Oklahoma City Classen 0.  
Tulsa 25, Okmulgee 0.  
Tulsa 19, Sapulpa 0.  
Tulsa 16, Oklahoma City Central 6.  
Tulsa 19, Oklahoma City Northeast 0.

have been playing the leading role in the Tulsa offensive, although Jack Sanders and Alan MacDiarmid have been seeing lots of service along with Ellison at quarterback.

It will be the twenty-fifth meeting of the clubs in a series which was inaugurated many years ago. Since that time Muskogee has won 12 games, Tulsa 10, and two have ended in ties.

#### Ellison May Start

If Ellison is given the starting call over Sanders and MacDiarmid, the Braves will have nine seniors in the starting array. Others in this group are Mack Creager and Bill Sullivan, ends; Harold Reed and Bill Smith, tackles; Leo Pratt, guard; Cannon, Bloomfield, and Van Wieringen, backs.

Both coaches are pessimistic about the con-



dict. Puny James is worrying about eleven lettermen Muskogee has left over from last year, ten of whom will get the starting call. Cortright has seen Tulsa play several times and is disheartened by their terrific punch. The mentors, however, have strong squads at their commands and would rather win the Turkey day struggle than any other affray on the schedule.

### One Injury Reported

Only one injury is reported. Harold Thompson, Tulsa guard, has a bad finger which has developed a slight infection. James, however, said he might see action. Creager and several other of the Braves have colds, but will be ready for the Roughers. The football players will leave early tomorrow morning on buses.

Railroad tickets for the tussle, which starts at 2:30 o'clock, can be bought at the school

this afternoon until 4 o'clock. James Eakin, the bank director, announced this morning that but a few train ducats are left for purchase. The train leaves here at 9:15 A.M. and returns at 8 P.M.

Probable starters:

TULSA	Pos.	MUSKOGEE
Mack Creager	LE	Keith Rigney
Harold Reed	LT	J. W. Crittenden
Bill Grubb	LG	Dayne Mayes
Jack Twist	C	Willis Wick
Leo Pratt	RG	Jack Schaller
Bill Smith	RT	Leonard Williams
Bill Sullivan	RE	Urral Gilley
Dick Ellison	QB	Clint Taylor
Dick Cannon	LH	Gilbert Hooker
M. Van Wieringen	RH	Pete Stamper
Ralph Bloomfield	FB	Jack Jacobs

*Tulsa School Life*  
Public High Schools  
Tulsa, Oklahoma

Example 24

The school play or the basketball game to be attended, the school paper to be subscribed to, the student activities ticket to be purchased, and similar motives result in detailed advance stories, presented as publicity or propaganda to move the reader to action. In the story of the coming championship game shown above, Example 24, certainly the interest that the writer has packed into his long story will do much to encourage the reader to be there.

Here again the facts are carefully gathered, because the reporter appreciates that that is what makes news and consequently interests readers. The lazy reporter who saves his legs by covering the advance on the game by merely drawing upon his own previous knowledge, does nothing more than put down on paper the things that the average reader already knows. We have all read the school sports stories that lack names, scores, past records, quotations from authorities, a check-up on the condition of the members of the teams, line-ups, and similar information that marks the account as news.

Example 25 is the straight coverage of a coming school event, an advance story that will be followed by other stories in the chain before this piece of news has run its course. The next story, another advance, will carry exact information about where and how the students will do the voting, and a third story will be run after the votes are cast to tell the results. Of course, should some citizen or group of citizens complain to the superintendent of schools or the board of education about this activity, then even a fourth account could be run in the series.

# Lincoln Plans Straw Ballot

For the first time in history Lincoln High School students as a whole will be given the opportunity to express their choice for political offices in a straw ballot which will be held in schools all over the nation as a feature of "American Education Week," being observed from Oct. 30 to Nov. 3. A straw ballot will be held Wednesday of that week in the roll rooms.

The purpose of the balloting is to point out to the students that voting is not merely a matter of going to one's local polling place and filling out the ballot but that it involves first of all satisfying certain qualifications in registering. These technicalities are necessary in order to make sure that the voter is qualified and that he casts only one ballot.

## Schwarz Supervises Ballot

E. R. Schwarz is in charge of the straw voting project. The ballot will include the

candidates for President, Vice-President, U. S. Senator, Congressman from the 6th District, Governor, and Lt. Governor, and five tax proposals.

Special stress is laid by the ballot committee on the fact that when voting for president and vice-president the ticket cannot be split.

## Will Announce Results

Members of Mrs. Jennie MacIntyre's advanced commercial class will tabulate the results. These tabulations will be announced Thursday.

To show the importance of voting, radio skits will be presented over the public address system Monday and Tuesday, under the direction of Mrs. Mary Whitker. Those taking part are Norma Hopkins, Ed Halverson, Lawrence Hagman, Arthur Carrara, Georgia Damis, Bill Shrum, Bill Johnson, and Gordon Broderson.

*The Lincoln News*  
Lincoln High School  
Tacoma, Washington

## Example 25

The school paper usually follows the policy of boosting worthy school activities and movements. Those who determine the week-to-week editorial policy of the paper must constantly weigh one item against another, determining the emphasis and the treatment each deserves. The paper should not be obliged to treat every advance in publicity fashion, overplaying all coming events beyond their true significance. Every game on the schedule is not going to be the big game, every assembly program is not going to be the best or the most unusual, nor is every proposal of student government change going to be the most significant in the history of the school. But some are.

Proper handling of coming events calls for a sound and balanced news policy, a comprehensive method of determining those events that deserve extra publicity, and a thorough gathering of the facts once the stories are assigned to the reporters. The examples here indicate but a few of the many possibilities in the advance story.

# Carousel Theme Sets Tempo for Mardi Gras

An elaborate banquet featuring authentic crepe suzettes and mouth-watering hors d'oeuvres is but a few of the many surprises planned by Miss Kathryn Cunningham, French instructor, at the traditional Mardi Gras next Tuesday evening.

The theme, *Carousel*, which means "Carnival," is being portrayed in the past, present, and future by the skits, floats and decorations. Although banquet plans are being saved as surprises, a few are known. Costumed diners at the visitors' table will see as the centerpiece, the Eiffel tower, made to scale, and massed with roses. Also, actual small, moving merry-go-rounds and ferris wheels will add realism to the atmosphere.

The social room was originally to be used for the dining hall, but plans were changed when it was learned that renovations would begin the same day. Now hall space in front of the social room is to be roped off and will be decorated in the manner of the well-known French outdoor cafe.

Attendance is limited to faculty members, French students and French club guests, but over a hundred persons are expected.

The visitors, many of whom have been to France and are acquainted with the foods and customs, will recognize them as being authentic and in keeping with French tradition. A professional meat carver and the traditional roving troubador will each add their bit of authenticity.

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During the evening the guests acting as judges will choose the boy and girl with the most original and authentic costumes to reign as king and queen over the Mardi Gras. Judges will also select a prize winning float and skit from those presented. A special noon-day celebration is in order for next Tuesday. French students of both lunches will occupy separate tables where they will lunch on French delicacies and sing the folk songs which they have been learning.

According to Jean Fleming, chairman of the event, the Mardi Gras is an exciting climax to the celebration which begins in France Christmas day and ends the day before Lent.

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*The Red and Black*  
East High School  
Salt Lake City, Utah

## *Example 26*

The writer in Example 26 has taken the facts at hand but has added a touch of publicity to his story by suggesting that some of the things he is making known were really supposed to have been kept back as secrets for the party. The thorough coverage reveals the desire to build up reader interest in the event.

Notice in the last paragraph how the writer avoids a moral tag, but at the same time is able to close with a bit of sales appeal. The endorsement of the event is handled as an indirect quote.

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## Judges To Crown Miss Good Posture

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Something different is on the way for junior and senior assemblies, January 21 and 23. A regular court trial is in store and the procedure will be the same as a real one. "Bad Posture" will be the defendant.

Mitzi Sullivan, eighth grader, will pronounce a sentence on Juanita Ashcraft, sophomore, who will act as Miss Bad Posture in the script. Bette Davis, sophomore, will be the lawyer and Marion Conley, Marjorie Jones and Jean Linder, ninth graders, witnesses. Donna Howell, Betty Moscoe and Betty Jump, sophomores, will be witnesses as in the trial.

The sentence will consist of one year of physical education, and a demonstration of what Miss Bad Posture must endure will follow.

Besides exercises, there is a variety of sports in which all girls can keep fit. Pantomimes of games will be performed by Betty Floyd, ninth grader, Juanita Ballenger, Marie Irwin,

Margie Schadler and Florence Jeffries, sophomores.

Pat Sullivan, ninth grader, is the narrator, and has reading parts throughout the program.

Last will be a good posture parade and the decision of the trial.

Miss Agnes Carlson, sponsor of student council, Miss Jean Porter, history teacher, Miss Faye Estep, home economics instructor, Hubert Dupin, woodwork teacher, and A. D. Allen, coach, will be judges.

The winners, "Miss Good Posture Junior" and "Miss Good Posture Senior," are to be crowned at the end of the program.

Miss Ruth Beckett, girls' gym teacher, is in charge of both assemblies.

*The Holmespun*  
Holmes High School  
Covington, Kentucky

*Example 27*

## PTA 'Open House' To Feature Monthly Technicolor Movies

Newest additions to the PTA "Open House" Saturday nights include full-length technicolor movies once a month, plus more varied refreshments and sports activities, according to Bob Murphy, Presidents' Council head, in an interview today.

Door prizes for the evenings have been 25 tickets to the movie colony Cabana Club. Sports activities now include bowling, basketball, volleyball, ping-pong, and badminton. Clubs have their choice of serving cokes, cake, cookies, donuts or sandwiches.

A committee of four is largely responsible for the increasing success of Samohi's teen-canteen, revealed Mrs. J. R. Horst, president of the PTA. This committee, composed of Bob Silverman, Rosalie Faber, Ted Troy, and Peter Kipp, is working with both the PTA and Miss Miriam Carr of the YWCA.

"Posted in the General Office is a semester calendar for the club presidents to sign," stated Miss Carr. "By this method the clubs will have a chance to plan far in advance for the dance night they have chosen," she remarked.

"Membership cards and a set entrance fee will be discussed at the next committee meeting," stated Miss Carr.

*The Samohi*  
Santa Monica High School  
Santa Monica, California

*Example 28*

# Mote Will Direct Players' Production Of Pygmalion

Miss Olema Mote, Central speech instructor, is director of the forthcoming Community Players' production, George Bernard Shaw's **Pygmalion**. The show has been in rehearsal for the past two weeks.

According to James Burton, designer of the stage settings, Miss Mote has directed some very successful shows for the "players" in past years: **Our Town**, **Death Takes a Holiday**, **Eve of St. Mark**, and **My Sister Eileen**.

Working with Miss Mote are two of Central's Alumni, Marilou Maddox, who is playing the lead—"Eliza Doolittle"—and James Burton, who is designing the stage settings. Both have worked in the professional theatre in the past.

**Pygmalion** was first produced in this country on October 12, 1914, at the Park Theatre, New York. It was screened by Gabriel Pascal in 1938 and

received the Academy Award for the best screen play of the year.

Miss Mote received her Master's Degree from the University of Iowa. From the calibre of her past productions, critics say that Shaw's **Pygmalion** will provide one of the most delightful evenings in the history of the Community Players.

The show will be given February 10 and 11 at Bosse auditorium.

*The Centralian*  
Central High School  
Evansville, Indiana

*Example 29*

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## Students Play Mob Scenes In Passion Play Production

In order to gain practical stage experience, 40 students from the speech classes and Drama Club will participate in Josef Meier's "Passion Play," playing in Grand Junction January 27-30. These future drama stars will play in mob scenes and fill in bit parts such as soldiers, palace guards, and servants.

The play will be given in both afternoon and evening performances at the Mesa College auditorium. General admission to the 8 p. m. presentation will be one dollar and to the 2 p. m. performance 60 cents.

This play, originating several centuries ago in Europe, is the story of the birth and crucifixion of Christ. Accord-

ing to legend, a terrible epidemic broke out in Europe which killed hundreds of people. Only one settlement, the village of Oberammergau, was not stricken. To show their gratefulness to God, this play came into being and became an annual presentation of Oberammergau.

Josef Meier, the director and portrayer of the Christ, is the descendant of the original actor as are most of the other leading characters. At the outbreak of World War II the group moved to the United States where they have made a number of appearances.

*The Orange and Black*  
Grand Junction High School  
Grand Junction, Colorado

*Example 30*



# *Jeff's First Christmas Ball To Be Made Annual Affair*

The first formal Christmas ball to take place at Jefferson will be in the boys' gym on the evening of Friday, December 20, from 8:30 to 11:30.

This ball is being financed by the student body which plans to make it an annual occasion. Admission will be \$1.20 per couple who will dance to the music provided by Wes Lang and his orchestra.

## **Clubs Make Arrangements**

All arrangements, other than financial, are being made by the Jefferson social clubs. Members from Klatawa, Tanda, Sigma Ama Chi, Philo, and Trails will form committees to adorn the gym with snowballs and to decorate the giant Christmas tree.

Members of Zeta and Tri-Lis are in charge of advertising this gala event. Through their efforts colorful posters are gracing the walls of Jefferson to entice loyal students to attend.

A committee consisting of members of the Hi-Y and Optimist clubs will take care of "cleaning up" at the close of the exciting evening.

## **Donna Duley Chairman**

Additional entertainment, which as yet has not been decided upon, will be under the direction of Donna Duley who is also chairman of the entire affair.

*The Jeffersonian*  
Jefferson High School  
Portland, Oregon

*Example 31*

# *Dads To Lead P-T-A Meet*

Dad's Night is the theme of the next PTA meeting.

The meeting is to be held at school in 112, Tuesday at eight o'clock.

The fathers will preside over the meeting. Acting officers for the evening will be Mr. Vincent Jones, president; Mr. A. Eberharter, secretary, and Mr. William Hamilton, treasurer.

Mr. Lyle Stewart, Assistant Superintendent of Seattle Schools, will speak on the Strayer Survey—a system of education.

Mr. H. W. Morrill, assistant director of the Ralston chorus, will lead community singing. He will be accompanied by his wife. A piano solo will be played by Bob Hale, a Lincoln student. Mr. Ira Miller, vice-principal, will be program chairman.

The foregoing examples of the advance story show good coverage by student reporters. Each places the proper degree of emphasis on its subject. Although in each case the writer conveys interest in the subject, notice how he keeps himself out of the story.

*The Lincoln Totem*  
Lincoln High School  
Seattle, Washington

*Example 32*

## WORK SHEET NUMBER 5

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*Step 1:* Read Chapter 5 about "The Advance" and consult additional references in the library.

*Step 2:* Using a copy of your last school paper, mark in colored pencil all stories that are advance stories. What is the percentage of all stories published?

*Step 3:* Clip and mount an advance story that might be classified as a brief announcement.

*Step 4:* Clip and mount one that might be called a longer announcement handled in straight news style.

*Step 5:* Clip and mount one that might be classified as a detailed announcement written in behalf of publicity for the event.

*Step 6:* Classify each of the examples used in this chapter into one of these three types mentioned in *Steps 3, 4, and 5.* (The class should then discuss the results.)

*Step 7:* List ten events that you believe should appear in the future book of your school paper.

*Step 8:* Select some coming school event of importance such as the senior play (omit athletics), and write a timely advance story of 200 words.

*Step 9:* Example 32 is an advance story that you are to rewrite to 300 words. The editor decides the story should have more prominence. The Strayer survey, referred to, is a survey by educational experts that has just been made of the entire school system. Assume the additional facts that you will need to build up this story, using any of the existing story that you wish.

### ***Additional Activities***

*A. Group activity.* Prepare a future book for your paper for the next month. Consult bulletin boards, office secretaries, department heads, and others to learn of the coming events.

*B.* Make a list of all the advance stories which you believe should appear in the next issue of the paper. When the next issue appears, check your list against those included. What good ideas did you have that were not covered by the regular staff of the paper? Which stories did the paper carry that you failed to see?

*C.* Select a coming school event which merits a propaganda-type advance story. Write at least 300 words.

*D.* Choose one of the examples from this chapter and suggest how the reporter might have improved his treatment of the news.

*E.* Which example do you think is best? Tell the class why.

*F.* Write out five good rules to be followed in handling advance stories. As a group activity the class can combine all lists into one master list for future use.

## 6. Reporting New Developments of a Story

### THE FOLLOW-UP

IN THE FIELD of journalism, few news stories are completely reported in the first account that appears, and each subsequent account that is published is called a *follow-up* of the original story. The school reporter needs to remember that in the case of every item that he reports there may always be a possibility of later developments or newly conceived angles that will call for a subsequent account.

**The daily press.** The editors of daily newspapers appreciate not only the obligation to their readers to carry these new "chapters" of a story until all reader interest is exhausted, but they recognize that such coverage is nothing more than good journalism. When a daily paper comes from the press it carries to its readers the news that has happened or has been made known since yesterday's paper was issued. It has cut a twenty-four hour swath through the intertangled, continuous affairs of men, leaving the assurance of again picking up these continued stories in tomorrow's issue.

In any one issue there are a number of stories in the middle of their coverage, others that are being concluded, others that represent the beginning of a series of accounts, and some that were not there yesterday and will not be there tomorrow. So should it be with a good school newspaper.

One of the first staff members to report for duty on the daily is the desk man who runs through earlier issues of his own and other newspapers to determine which stories deserve further attention. Only his sense of news values coupled with his knowledge of his readers' interests and the policies of the paper will tell him which stories should be treated.

If another paper has run the first account, he either (1) turns the clipping over to a rewrite man who merely rewrites the story for their paper if the account merits no further exploitation, or (2) puts a reporter on the story to follow it for new developments. In either case accuracy of facts must be assured. The first approach results in a *rewrite* story, and the second in a *follow-up* story, sometimes called a *follow*.

**The school paper.** But the editor of the school paper, perhaps mainly because of its infrequency of publication, too often overlooks both responsibility and journalistic opportunity as he turns his back upon last week's paper and starts anew with the coming issue. Just as soon as the paper is off the press the alert assignment editor will search the issue for possible follows, and will place responsibility for them at once. Usually the one who handled the previous story is the logical one to follow up the new angles. The good reporter assumes this responsibility without being told. His news sense will lead him to new facts which will answer questions the preceding story left in the readers' minds.

## Members Chosen For Links Board

Members of the new Links board are announced today by Miss Sarah T. Muir, faculty chairman. They are: Editor, Kathleen Schreiber; managing editor, Warren Wise; business manager, Dean Haupt; biography editor, Keith Van Arsdol; and photography editor, Norma Chubbuck. All five of these are seniors and three are former Advocate members. The staff is to be chosen later.

Sixty-three students applied for the positions, and were interviewed Tuesday, Wednesday and Thursday, October 29, 30 and 31. Fifteen of these were recalled for second interviews on Friday, November 1.

Applicants were asked to fill out questionnaires in which they indicated the position desired, high school organizations participated in, outside work and school activities.

The new board will hold its first meeting, Wednesday, November 13.

Students were judged on fitness for their particular choice of positions. Some were rejected because of too heavy schedules, and too much outside work.

Judges were Miss Elizabeth Grone, Miss Sarah T. Muir, and Frank Kane, the faculty board.

The Links is the Lincoln high year book and is published in the second semester.

### The Lead

Contains the latest development of the most importance—the announcement of the five students selected to edit the school annual, the Links.

### The Tie-In

These paragraphs go back to pick up information carried in a previous story, but needed here to give completeness to this account.

### Additional Facts

The tie-in is now followed by new developments that are less important than those treated in the lead. They are included in an order of decreasing significance.

*The Advocate*  
Lincoln High School  
Lincoln, Nebraska

**Construction.** In the case of the daily press, the story being followed up is one with new developments appearing, and the reporter places in his lead the new angle that seems to be most significant or timely. He follows this with the tie-in, one or more paragraphs that briefly summarize for the reader what has gone before. This takes care of the reader who has not followed the story up to this time, and it is brief enough not to disturb the reader who has.

With the lead and the tie-in out of the way, he continues as he would in any good news reporting, using chronological or inverted treatment of the other facts. Some follow-ups may have at least three or four paragraphs of new developments before any tie-in appears. At times the new development may take the first half of the story while the last half gives a summary of what went before.

Since the school paper deals with anticipated copy more than spot news, this true form of the follow-up story is usually lost. Although Example 33 shows this form of writing, most follow-up stories in the school press give little hint of a previous story on the subject having been published. The nature of the subjects treated usually doesn't seem to call for the tie-in feature.

Examples 34-36 form a series of three stories on a single subject, the second and third being follow-ups of the first. Even with the third story, the interest in the subject is not exhausted, and other follow stories will continue as long as Jim Wilson remains in the contests. Notice the second paragraph in the last of the series is a perfect example of the tie-in, for it is news previously treated and included again only to complete the story for the reader.

**Types of follow-up stories.** The story in Example 33 is called a coverage story, the account that it followed having been an advance story. This time-of-publication angle in handling news stories, discussed in this and the two previous chapters, might indicate that news stories fall into three distinct divisions: advance, coverage, and follow-up. However, this is not always the case, for a story may be a follow-up and yet be a coverage or an advance at the same time.

As an example of this double duty, notice on page 76 the second of the three stories in that series. It is a follow-up of number one, but it is also an advance for number three. You have seen a series of three or four advance stories acting as publicity for a coming school dramatics production. Yes, they were all advance stories, but each one after the original one published was also a follow-up.

**Follow-ups common in covering dramatics.** Again, in Example 37, we turn to dramatics for an example, so common is the practice among school papers of writing a series of stories leading up to a student production. In this



# Wilson, Haase Victorious in Lions Contest

Snagging top position in the North Long Beach Lions Club Speakers' contest Tuesday, February 18, was Jim Wilson and in second spot, Frances Haase. They competed with three other Jordan entrants in the tenth annual battle of speech.

Jim won the top honors last year also, and went on to take second place in the all-city contest. The former scholarship prexy, and very active member of Jordan's two dramatic societies, will be ready to make with the patter again March 7 at the Hilton Hotel in the downtown finals.

Public speech coaches from City College and Lindbergh were the judges who selected Wilson as top man. The topic was "Can Youth, by Local Leadership, Strengthen the Responsibility of Government?"

*Example 34*

*First Follow-up*

## Wilson enters finals tomorrow

"Can Youth, by Local Leadership, Strengthen the Responsibility of Government?" Jim Wilson will again speak on this subject as he enters the second round of the speech contest sponsored by the California and Nevada Lions Club. Tomorrow students representing Poly, Wilson, Jordan and Excelsior will compete for the right to represent Long Beach in the district finals. The Marine Room at the Hilton Hotel will provide the setting for the verbal battle.

*Example 35*

*Second Follow-up*

# Victory flag raised twice in recognition of Jordan win

Talented public orator, Jim Wilson, has won local, city, and zone International Lions Club Speech division contests. He is now eligible for regional competition.

Coached by Mr. Robert D. Crossan, faculty speech director, and himself a recognized public orator and debater, the Jordan speaker first competed against four outstanding campus speakers, and won the North Long Beach Lions contest on February 18.

Then came the city high school contest held at the Hilton Hotel Marine room on March 7, when Jim again emerged victorious. To add to his fame, Jim won the zone contest held last Monday at Lakewood Country Club, receiving much praise for his work. For his winning speech he was awarded an attractive trophy engraved with his name.

Representing the public speaking department, Jordan High school, North Long Beach Lions Club and the City of Long Beach, Jim has won deserved recognition and the campus Victory flag was raised twice this week in his honor.

On April 16, he will compete with other zone winners in the regional contest at Maywood. The required topic of all speeches is "How Can Youth, By Local Leadership, Strengthen the Responsibility Of Government?"

*Cat's Purr*  
Jordan High School  
Long Beach, California

*Example 36*

case we reproduce only two of the five in the series, which means only one of the four follow-ups. Notice the difference in the reporter's approach from that in the series just discussed. Here the original story gives only the announcement of the play selected and the faculty members who are to produce it. The first follow-up adds to the information by giving the tryout dates and the positions to be filled. This adding-to procedure was also used in the other stories of the series, not printed here.

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## ***School To Produce 'Lost Horizon'***

That "Lost Horizon," by James Hilton, will be produced by Western this spring was announced last week by Mr. H. K. Bosley, adviser to the Drama Club.

Assisted by Mrs. Elizabeth Angle, speech teacher, Mr. Bosley will select the large cast early in January. He

urges all students interested to try out for the parts.

Others helping with the production of the play will be Mrs. Page Kirk, in charge of staging; Miss Emily Steuart, who will do the costumes; and Mr. Allen Struble, who will take care of properties.

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## ***15 Students To Be Selected For Parts In 'Lost Horizon'***

That try-outs for "Lost Horizon," dramatized from James Hilton's novel by Anne Coulter Martens and Christopher Sergel, will be held January 20, 21, and 22, has been announced by Mr. H. K. Bosley, adviser for the Drama club.

"Lost Horizon," to be staged early in March, consists of three acts, a prologue, and an epilogue. The cast includes eight men and seven women.

Parts for girls are: Myra and Elizabeth, two English girls; Miss Brinklow, a missionary; Lo Tsen, a Chinese girl; Helen, an English girl; Tashi, a Tibetan girl, and Ai-Ling, a Chinese serving girl.

Parts for boys are: Wyland, of the

English Embassy; Rutherford, an Englishman; Chang, an elderly Chinese; Conway, H. M. Consul; Mallinson, H. M. vice-Consul; Mr. Henry Barnard, an American; the High Lama of Shangri-La; and Lab Song, a Tibetan boy.

The play takes place during modern times. The setting is a corner of a dining room and a room in the lamasery of Shangri-La.

Mr. Bosley urges those who wish to try out for parts to register with him in room 100 before January 20.

*The Breeze*  
Western High School  
Washington, D. C.

*Example 37*

# Smoking Now Problem Says S. C. President

"Two of the greatest problems now facing the Student Council are those of smoking and parking," states Arthur Chavez, Student Council President.

"Perhaps the largest problem is that of smoking," he continues. "The number of boys who stand out in the street in front of 'A' building are giving the school an unfavorable atmosphere."

Mr. Micah Ruggles, Council sponsor, suggests that some place be provided for the smokers,—using Tech High's seventh floor smoking room as an example; or possibly something on the order of the army day room.

At the last Student Council meeting, a report was made by the committee for investigating smoking. Suggestions were that smok-

ing be permitted only during lunch hour and in lavatories exclusively.

Committee members are Jerre Brigham, Chas. Steers, and T. C. Slack.

**"Parking and driving of cars is the other problem, and many high school Harry's are driving so as to endanger the lives of students and teachers; in fact, of anyone who walks," Ruggles says. Many students with cars are using the road around the campus for a race track and are pushing their cars up to top speeds.**

"The situation has gotten entirely out of hand and the Student Council may call in the Highway Patrol to take over," he concludes.

Although both questions have been before the Council for several meetings, no definite steps have been taken on either as yet.

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## Council To Permit Smoking At Lunch

"There will be no smoking on or across the street from the school grounds or between classes; only during lunch hour will smoking be permitted, and then on the road that leads north from the gym." So reads the new regulation in force since Monday, October 28.

Cooperating with Mr. H. N. Rath, principal, and Mr. Micah Ruggles, Student Council sponsor, the council appointed a committee which in less than two weeks submitted the plan now in effect.

### Vote Improvement

Smoking has diminished considerably—there are almost no cigarettes in evidence now—but a detention study hall will be held for any who do not obey the regulation. An "F" in conduct will also be entered on the permanent record.

Parking, the other problem before the council, has been investigated by a committee chairmaned by Mario Alfonso. It is reported by this committee that under existing rules,

parking is permitted **ACROSS THE STREET FROM "B" BUILDING, ON BOTH SIDES OF THE STREET OPPOSITE "C" BUILDING, AND DOWN BY THE GYM.**

### No Parking "A" Building

The space in front of and across the street from the "A" building is reserved for school busses and patrons of the school, while the parking space in front of "B" building is for faculty parking. Motor scooters, like last year, are to be parked in the space between band and shop portables. Bikes, as usual, should be placed in the space provided by the agricultural portable.

Although there had been some controversy as to whether students were to be permitted to go to South Miami for lunch, it was discovered that anyone may go who secures written permission from parents.

*The Ponce Tribune*

Ponce de Leon High School  
Coral Gables, Florida

*Example 38*

The second of these two stories shows an alert follow-up of the first.

In Example 38 the follow-up is the second story, the first being included to show what had been published previously on the subject. As one finishes reading the first account it is quite apparent that another story can be expected, for the first leaves the student council seeking solutions to two problems. Although the writer of the follow-up has not included what is considered a true tie-in paragraph, he links his new developments so closely with what has gone before, the reader has all the information he needs. A tie-in could have mentioned previously suggested solutions, how long the council has struggled with the two questions, and committee members treated in the first account.

## High Schools To Use Uniform Ticket Plan

**ALL TOURNAMENT TICKETS GIVEN OUT** this year and in following years by the four city high schools—Bosse, Central, Lincoln and Reitz—will be distributed according to a definite plan formulated in a series of conferences by representatives from each school.

The plan provides for a list of city and public school administration officials, called the “administrative must” list, who will get only a prescribed number of tickets. In the sectionals and regionals it will be shared equally by the four schools and, if the city is still represented, it will be borne by the winner in the semi-finals and finals.

**THE LIST INCLUDES** two tickets each for the mayor, comptroller, fire chief, police chief, traffic captain for games, school superintendent and assistant superintendent, school board members, physical education staff members and the Mechanic Arts principal; and one each to the public schools administrative staff and Mechanic Arts teachers, who are unable to qualify for tickets in any other category. The approximate total of these tickets is sixty-one.

After deducting these, each school must care for approximately two hundred students and officials essential to the basketball team. All these tickets will be sold, not given away; with the exception of the extra tickets given team members, all tickets are non-transferable and may not be resold or given away.

**AFTER THE TWO “must”** lists are cared for, 75 per cent of the tickets will be distributed to students and the rest to adults, both groups following an eligibility plan. The students’ allotment will be split with 40 per cent going to seniors, 30 to juniors, 20 to sophomores and 10 to freshmen.

Students will fill out applications in homerooms Monday and Tuesday; to be eligible, a student must be either an activity ticket holder, a band member or a holder of an honorary pass.

**ADULTS, TO QUALIFY** for the drawing, must be season ticket holders, ex-lettermen or school employees other than teachers. Drawings will be public and will be held February 24 at 7:30 P.M. for adults and during the school day for students.

Bosse will receive a total of 889 tickets. After “must” tickets are distributed, there will be an estimated 506 for students and 164 for adults.

*(Example 39: First of three stories)*



Example 39 on pages 79-81 is another set of three stories treating a common subject, a new plan for the distribution of tickets for the Indiana high-school basketball tournament, a tournament that continues for four successive week ends. The first of the three stories is a straight news account of the announcement of the new plan. The second is a column which qualifies as a follow-up because this particular edition of the column is given over entirely to the discussion of the plan as announced in the first story. The third is another straight news story which adds the new developments since the first story came out.

## Mark MY WORDS Stephens

**SIDELIGHTS ON THE FAMOUS —NOT TO SAY INFAMOUS— TICKET SITUATION.** Members of the committee which drafted the distribution plan were in complete agreement on one point, if on no others; that their finished product would be torn apart, limb from limb, and a flood of criticism would be directed at each member of the committee.

This was inevitable. When there are forty-five hundred tickets to be given to fifteen thousand who would stop not far short of murder for



STEPHENS

them plus another ten thousand who would "enjoy seeing" the tourney, no method could be adopted to satisfy all, or even the majority of, the raging public.

Thus business managers are in for another hard time; but this year they can truthfully say that everything possible has been done to be fair.

But in spite of this, the plan will fail many very deserving people. Students who have backed and served the school for four years may be neglected.

The Bosse and Reitz delegations, in fact, did try to devise a service rating system. But, after long discussion, the committee was unable to agree on either of the plans, so the drawing system, proposed by Central, was adopted.

Some might be interested to know some of the other sidelights of the committee meetings which will otherwise never be published. For instance, Bosse's delegation first favored giving all the tickets, after the "must" lists, to students. This idea, however, was eliminated like many others when it seemed impracticable to the rest of the committee.

Another idea that lived for a while was to give tickets to teachers only if they had worked at three fourths of the home games. But this, too, finally died, for several reasons.

Altogether, over thirty-five solid hours were spent in meetings of the various committees, besides much individual consideration by each member. All in all, the plan is an honest, earnest effort to solve a tough situation.

There will be no skeletons in school closets after this tourney.

(Example 39: Second of three stories)



# Monday To Be Drawing Date For Tickets

AT AN ASSEMBLY sixth period Monday there will be a drawing for student basketball tournament ticket applications to designate which students will receive tickets, according to John A. Boyd, Bosse ticket committee chairman.

The four class presidents—Dick Fleming, Charles Hausenfleck, Carl Wright and Michael Cusick—will, blindfolded, draw a given number of applications and alternates for their class. As each name is drawn it will be read over the public address system and filed for further use when the ticket is claimed.

THE SENIOR class will receive 212 tickets; juniors, 159; the sophomores, 109; and freshmen, 53. Adults will receive a total of 182 ducats.

At 7:30 Monday evening there will be an adult drawing, at which Betty Lou Baird and Georgie Graves, the basketball queen and maid-of-honor, respectively, will do the drawing. The list of ticket receivers will be published Tuesday morning in the Evansville Courier.

ALL TICKETS MUST be picked up at the Bookstore ticket headquarters by 5 P.M. Wednesday. Students wishing to sit together may come as a group, since seat numbers will be assigned and written on the file card as the ticket is claimed.

Those tickets which are not claimed Wednesday will be offered Thursday morning to alternates drawn Monday. Call slips will be sent students receiving tickets in this way.

*(Third of three stories)*

*The School Spirit*  
Bosse High School  
Evansville, Indiana

*Example 39*

## WORK SHEET NUMBER 6

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*Step 1:* Read Chapter 6 on the follow-up story and consult additional references in the library.

*Step 2:* Examine front pages of three copies of a daily paper which have appeared on successive days. Clip and mount three follow-ups that have appeared in consecutive issues.

*Step 3:* Make a list of all of the front-page stories which appeared in the last issue of your school paper. Indicate those which should receive follow-ups in the next issue.

*Step 4:* Clip and mount one of the stories listed in Step 3. Collect the facts and write the follow-up. Indicate the tie-in.

*Step 5:* List ten big stories that have had continued follow-ups in the daily papers during the last two years.

*Step 6:* From daily papers clip and mount an advance story, a follow-up story, and a coverage story based on the same fact or happenings.

*Step 7:* Assume that another follow-up is to be written for the series on page 76. Write the story in about one hundred and fifty words.

*Step 8:* Write a critical report of one of the sets of stories included in this chapter, revealing good and poor aspects of reporting.

*Step 9:* Search the back issues of your school paper to determine if any story ever had as many as three or four follow-ups.

### *Additional Activities*

*A. Group activity.* Secure copies of a daily paper for the past week. Examine all of the front-page stories. Using a colored pencil, make a cross through all stories that are follow-ups. What per cent of front-page stories during the week are follow-ups?

*B.* Choose from last week's school paper a story that can be treated in a follow-up story from a new angle, this angle being one that existed when the story was published rather than being a recent development. Write the follow-up.

*C.* Examine a morning and evening paper of the same date. Select a story in the morning paper which has a follow-up in the evening paper. Clip and mount both stories, indicating the tie-up in the follow-up.

*D.* From the next to the last issue of your school paper clip and mount a story that should have been followed up but was not. List the new developments that could have been included in the follow-up.

## 7. Handling the Human Interest in the News

### FEATURE STORIES

ROUGHLY speaking, the articles that appear in newspapers can be classified into (1) news stories, (2) editorials, and (3) features. The first of these present the news as it happens, with no opinion or other embellishments. The editorials, as will be treated at length in later chapters, represent an opinionated interpretation of these happenings. Then there is this great mass of material in every newspaper today that is neither of these. It may supplement the news, it may entertain, it may explain, it may amuse, it may invoke sympathy, or it may even inform. The jewel of this feature stuff is the feature story itself.

No formula can be given for writing the feature story, but the main characteristics of this type of story should be noted.

**1. Timeliness.** The good feature story is usually dependent upon "something that is going on" or upon somebody connected with something that is going on, just as is the news story. But there is always bobbing up the good feature that ignores the current scene and thus prevents this general statement from becoming the rule. Some of the best have their strength in their timeliness, but some find their place in the readers' interest with no timeliness whatsoever. Feature stories are often tied into the news background in some way or other, but events that have little news value often present some humanly interesting angles that invite feature treatment.

**2. Literary relationships.** The feature story is not an essay. It is not a theme or a composition, as conceived in an English composition course. But in many feature stories is found a literary quality that can be found in no other type of newspaper story. Although it so often springs from something of current interest, its appeal is seldom upon the significance of that news, but rather upon the treatment given the story by the reporter.

Since as much human touch as possible should be placed in the feature, direct quotations and dialogue have a preferred position in the account. If a reporter overhears or witnesses an event that would be entertaining to his

readers, it is up to him to reconstruct it for his readers as nearly like the original as possible. Therefore, quotations and statements of fact are paramount in the feature. It is generally a mistake for the reporter to try to explain the incident in his own words. Let the reader enjoy that first-hand sensation.

**3. Length of the story.** A feature story has no "approved" length. Let reader interest determine the length. The instructional or informative feature is more inclined to be consistently long. Unlike the news story, the feature should not be cut by the compositor. It is a composition with each part in a specific place for a purpose, supposedly with no extra words that could be cut.

Many short features are boxed, the short human-interest story especially lending itself to this form of presentation.

**4. Third person.** Just as in the case of the news story, an inspection of a set of good school feature stories shows a maximum use of the third person. However, as in the case of Example 40, next page, there is always the exception that prevents the formulation of an airtight set of principles.

**5. The lead.** Seldom does the feature story open with the summary lead of the typical news story. The liberty allowed the reporter is taken advantage of from the beginning—which is usually an unorthodox lead, as will be noted by examining the examples included in this chapter.

**6. Types.** Feature stories might be roughly divided into these five general classes although overlapping prevents strict classification.

- |                             |                          |
|-----------------------------|--------------------------|
| (1) Features that inform    | (4) Personality sketches |
| (2) Features that entertain | (5) News-features        |
| (3) Human-interest stories  |                          |

**Features that inform.** The papers are full of informational material, usually acting as a backdrop for the news stories of the day. There are unlimited possibilities in the school for creating stories by telling factual information that has not been generally known. The series of examples of this type that follows later is a tribute to the careful preparation high-school reporters all over the country are making in presenting interesting data through the informational feature story. This type is far beyond dilatory and careless reporting.

**Features that entertain.** The public likes to be entertained, even at the expense of the freshman. The story that treats in feature style the baseball game has a good chance of overshadowing the news account of it. Amusing incidents that happen to the hall monitors may deserve more space than an editorial on hall order. A story might be built around proverbs, or the unusual names of students. The question-and-answer box is popular with school as well as daily papers.

# Use 'Hunt And Peck' System

By Jackie Snodgrass

"Hunt and Peck" typists? Ha, Ha, Ha! Not Us! We take 11-A typing. Our system is to "Peck" first, and then "Hunt" for the mistake. It's always there!

For instance, you take the time test (and believe me, I'd rather YOU DID take it) which shows how many words you don't type a minute that you're supposed to.

Batter up! Facing us is the umpire—clock in hand. "This will be a ten minute time test" are his familiar first words. "Is everyone ready?" NO! NO! NO! Shouts of panic arise from your corner as you hurriedly pull the cover from good old Punchdrunk Polly.

After borrowing paper from our nearest neighbor—I mean, of course, the nearest one that's still speaking to us—we focus our eye on the field in front of us, calm our hands (they aren't really nervous—we always make like riveting machines in our spare time) and get in position for the first hit.

We try everything the John's Passing Parade movies tell us on how to relax, but achieving a pillowlike sag is as close as we can get.

TIME OUT! Confusion grips you. Now what have we done? Momentary relief comes when you discover it's not

what you have done but what you haven't.

Rapidly we slug out our name in the upper right hand corner. Hmmm! Can we help it if we slid in on a couple of these hits? Umpie can pretend your name is Jack?D SM?:EGRQWW, can't he?

"Play Ball! This is it!" Grabbing our home keys in our well known grip (The one umpie always gripes about) we hunt the first ball, slug the second and strike out on the third.

With two minutes of play left in the ninth inning we find ourselves with no hits, 600 errors and no home run.

Bases are loaded! Diamondmen Shift Back, Tabulator Key and Back Spacer are depending on our homer!

Fouling the first, tipping the second and bunting an out on third we retire as the ball game ends. Score 0—0 in favor of the low grade on our report card.

So much for that!

All-in-all we played a good ball game. "Good?" Well, we played a ball game. "Ball game?" Well, anyhow we played. "Played?" All right—so let's forget it, shall we?

*Miami High Times*  
Miami High School  
Miami, Florida

## Example 40

In Example 40 we again saw the commonplace—the typing class—brought to the front page of the paper not because of something that transpired there but because of something that happened in the mind of the reporter who saw the story and wrote it.

**Features that are humanly interesting.** No event is too insignificant to attract reader attention if there is human interest in it. What are the students thinking and talking about? A paper must mirror the human element it serves. What are these choice bits of school life that have that dramatic or human-interest ring that makes good reading?



**BANG! BANG!**

# Central's Nimrods Stalk Finicky Feathered Fowl

The sudden whirr of rapidly beating wings, the blast of a shotgun, and another of the faculty marksmen increases his bag by one bird.

This fall many of Central's instructors and students will don hunting togs and venture out into the great outdoors in search of game. Although the season is short and the limit is small, most of the mighty hunters will have many interesting experiences to relate once the season is over.

Coach Glenn Hubbard will make up for the five seasons missed in North Dakota. While in the service "Hub" hunted quail in Oklahoma and North Carolina. During his service in Japan he hunted some of the Emperor's wild mallards on the lagoons of the Emperor's estate south of Yokasuka. This fall "Hub" plans to take his family near Devils Lake and Rolla to hunt for ducks. Pheasants will be sought down around Bismarck and in South Dakota.

N. B. Knapp will hunt around Dawson near his old homestead. Out of the nine

weekends of the season he plans to be out for about four or five. Last fall he raised a large cock pheasant near the site of his old barn.

Olton Hewitt plans what may turn out to be a very interesting trip. A party consisting of Hewitt and a few friends will hunt for game on the edge of the badlands and the southern part of the state.

William Pederson will do as much hunting this fall as time and work will permit. His "hunting grounds" will be west of Oakes for pheasants and around Devils Lake for ducks. While traveling around the state this summer, many of the farmers told Pederson that they hadn't seen a bird within a large area of their farms. But a little cloud like that never discourages the true sportsman.

So, fellas, you'd better start to clean and oil "yore shootin' irons" because October 5 (tomorrow!) is the day.

*The Centralian*  
Central High School  
Grand Forks, North Dakota

*Example 41*

From these small incidents that are packed full of human appeal is written the type of feature called the human-interest story. It is usually short and gives the reader a chance to suffer and sympathize or smile and laugh with the characters of the story. Although these characters are usually people, they may be animals as well.

There is a great human interest in dogs and horses, man's two closest animal friends. So valuable are they as new sources that the *New York Herald Tribune* maintains two men who devote their time exclusively to reporting and editing news concerning these animals. Dog shows, horse shows, and hunt meets have a great reader following.

**Personality sketches.** A favorite type of feature story with student journalists is the personality sketch, the story that treats an interesting or outstanding person. Most of the subjects for such stories are prominent students and teachers, but it is not uncommon for reporters to go outside the school for such material. This biographical sketch usually emphasizes the present activities of the person in question, and quite often the reporter prepares for his assignment by interviewing his subject. When the report leans heavily toward the conference between the two, then the story is called an interview. This type of feature is so important it is treated in a separate chapter later.

**News-feature story.** A term more or less commonly used by school newspaper advisers is "news-feature." It has arisen apparently out of the difficulty that comes in attempting to classify certain borderline stories as distinctly news or as distinctly feature. In Example 41, although not highly significant, the news treated could have stood as a straight news story, had not the reporter added the feature touch in the first two and the last paragraphs.

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## TYPE 1—FEATURES THAT INFORM

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### ***Banana? Is It A Gourd? Dry Drupe? It's A Berry A Botany Stude Reports***

WHAT TYPE OF fruit is a banana? Mr. Guy Smith has asked this question of his botany students in room 317 during the past few weeks.

Would you have answered it right and said that a banana is a berry? Other berries are grapes, peppers, oranges, and lemons. Did someone say that a blackberry was a berry? Guess again. Blackberries are fleshy drupes as are cherries, peaches, plums, and apricots.

If you can't name a few gourds, such as cucumbers, watermelons, squash, and pumpkin, you would have flunked

the test on fruits. Walnuts, butternuts, hickory nuts, and almonds are not nuts but dry drupes, while chestnuts, hazel nuts, and horse chestnuts belong to the nut family.

Probably in your lunch bag you carry an apple or a pear, which belongs to the group of fruits called pomes. If you buy your lunch, you may have lima beans or peas, which are seeds along with mustard and peanuts.

The botany classes have collected some hot Mexican peppers during their fruit study and Mr. Smith has offered to furnish the cooking classes with them if they wish to make some chili.

*East Highlights*  
East High School  
Rockford, Illinois

*Example 42*

Again we find a commonplace setting for a feature story, the botany room, but the feature appeal lies in the unusual information that is revealed to the reader (Example 42).

# Know Your School—No. 1



Beginning a series of articles on "Know Your School," the KUAY WEEKLY staff is attempting to acquaint its readers with many of the traditions and activities at Queen Anne High School in order that the students may benefit by these activities through knowing them.

Influencing the life of every girl at Queen Anne, the Girls' Club has been in operation as long as the school, and is under the able supervision of Miss Thelma Chisholm, adviser.

Miss Chisholm finds her time slightly full in issuing work E.D.'s loaning such items as needles, thread and pins, filling out work permits, helping with all the Girls' Club activities, and handling the personnel work for all the girls in the school. Recently she received a call from a woman who asked suggestions as to what she should send as a Christmas gift to her niece in China.

Girls' Club services are widespread, including the work of Sue Carter, chairman of the Nurse's Aid Committee, who assists the Nurse in her office; the Bulletin Board Committee, headed by Dot Morgan and Helen Marshall, which decorates bulletin boards all over the school and in the Girls' Club office; and the Lost and Found Committee, whose chairmen are Regina Pipes and Norma Lenz.

Betty May Raport and Norma Verrier head the Big Sister Committee, which is extremely active the first few days of school; the Program Committee, under the leadership of Lizzie Finger and Cathy Coyle, furnishes all

the entertainment for various functions; and there are several additional committees whose services are indispensable in making the Girls' Club the smoothly working organization it is.

The Freshman Auxiliary, headed by Ferrol Homan, has its own activities and social functions, and is open to all Freshmen girls. It serves to prepare girls for more extensive work in the Girls' Club.

The Girls' Club committees, open to all girls except Freshmen, offer widespread service and activities which are enthusiastically participated in. Many committees are still open to girls who are interested. More information may be obtained in the Girls' Club office.

Contributing greatly to the enjoyment derived by students from school, the Girls' Club, through making pompoms, sponsoring all manners of parties, and helping with various problems and projects, has made itself indispensable to the students of Queen Anne High School.

*The Kuay Weekly*  
Queen Anne High School  
Seattle, Washington

## Example 43

Example 43 is the first of a series of informational features that will treat common aspects of the school, such as clubs, customs, traditions, facilities, classroom offerings, and extra-curricular activities. The reader's test of such articles will again be made almost completely on their interest appeal. Names, unknown facts, interesting historical incidents, unrevealed plans for the future, and originality in writing will help to make such a series succeed.

Always a good source of feature-story material is the student poll. The good poll is something more than an inquiring reporter asking a number of students a common question and then reporting their answers. The questions used in the investigation reported in Example 44 are quite light in tone, but

## Let's View Student Poll Results

Recently, Scrippage conducted a student poll to determine the opinions of the student body on questions concerning themselves and to serve as a sounding board of school spirit among the students. We now publish the results.

First, we'll review the boys' opinion of their fairer classmates. Girls, you may have liked your long skirts, but the boys do **not**, as is shown by a definite landslide in the "Nay" column. Almost 64% of the Soldan boys voted **no's** on long skirts, peppering their answers with such personal comments as "No!!!" and "definitely not!"

The remaining 36% who voted **yes** expressed the views, "let them wear what they want," and "if they like them, it's all right with me."

On the question of common-sense intelligence in girls, Soldan males voted an overwhelming 88% **yes**. This doesn't mean you have to carry dictionaries, girls, but it does mean clear sound thinking. The boys didn't hesitate to add to the "common sense" theme that "the girls haven't any" and "I find very little of it." One timid soul ventured that he didn't want his girls "overly smart."

Maybe the girls will have to take the scissors to their skirt hems to suit the boys, but at the same time the boys will have to take the shears to their shaggy locks because 89% of the girls voted thumbs down on long-haired boys. All boys were voted out except

**one** (since one girl stressed that she liked long hair "**only** on Marty Braunstein"). Another commented that long-haired boys looked like "wild musicians."

Boys, you'd also better polish those manners because the girls are almost 100% for well-mannered boys. Only 44 out of 700 girls felt that manners in boys are not important.

From the entire student body, 90% expressed positive answers for girl cheer-leaders. Among the negative parties was the comment that the wrong girls would become cheer-leaders.

Almost 68% of Soldan's students are planning to enter college. Of this group, 45% plan to attend college here and 55% plan to attend out-of-town colleges.

A slight slump in school spirit showed when 43% of the students stated that they were not members of extra-curricular organizations. However, this bad showing was boosted by 90% interest in the school paper and athletic tickets.

Only 10% of the students do not have either, while half of the 90% who did are subscribers to both the paper and season tickets. However, the fact that many students worked on game days showed when only 1/5 of the students indicated that they owned season tickets.

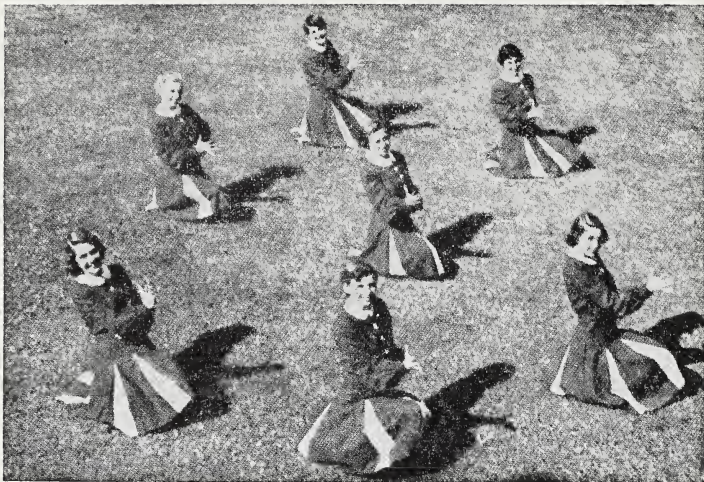
*Scrippage*  
Soldan High School  
St. Louis, Missouri

*Example 44*

many student polls are developed by newspaper staffs in the interest of better school conditions. Again the poll represents news that is made.

The story in Example 45 cannot be called a news story although it seems to report the names of the new cheerleaders, which apparently had not been announced before. This is a good example of how a small news item can be developed into a longer feature story. The first indication of the deviation from news treatment is the lead statement. Throughout the story there are liberties of style that could not have been taken in straight news reporting, such as the last paragraph's reference to "sore throats." The headline is a feature head, and the photograph, too, is appropriate to the general "feature" atmosphere that is created in the account.





Left to right: Barbara Rees, Sally Fullerton, Carolyn Noble, Peggy Yoelson, Pat Sydow, Nancy Lien. Center: Franny Mervis.

## Cute Cheerleaders Add Spirit

"We've got a T-E-A-M that's on the B-E-A-M." These are familiar words to Shaker rooters as they join with the cheerleaders in urging our teams on to victory. This year's cheerleaders, captained by senior Nancy Lien, include seniors Sally Fullerton, Barbara Rees, Peggy Yoelson, Carolyn Noble, and Franny Mervis, and junior Pat Sydow. Carol Barber fills in as alternate.

While most Shakerites were enjoying a summer vacation, the cheerleaders met every Monday night during the summer to practice their cheers. During the week before school started they practiced every night so that they would be in fine form for the very first days of school. Throughout the year they practice after school on Tuesdays and before school on Thursdays.

In addition to being at every football and basketball game no matter what the weather, the cheerleaders take charge of all the pep rallies and the planning of the Bonfire-Kick-Off party which started the school year off

with a bang. At the end of the year the girls represent Shaker at an annual cheering contest.

As hard as they work, and in spite of the sore throats they get from cheering, Shaker's cheerleaders are always full of pep and energy. They love every minute of it and declare, "We have loads of fun!"

*The Shakerite*  
Shaker Heights High School  
Shaker Heights, Ohio

*Example 45*



Notice how common are the subjects behind these entertaining features that follow. Certainly it wasn't an unusual piece of news that made these stories—it was an unusual piece of writing in each instance.

Entertaining feature stories such as these are not easy to find in student newspapers. Behind each one is a clever writer who knows the tastes of the student body.

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## *Durbin McGurk Loses Mind Trying Out For Foto Follies*

Hands sweating, knees knocking, heart palpitating, Durbin McGurk headed for the auditorium to try out for Kapers.

Hesitantly opening the door, he was shoved in by a jolly looking girl who identified herself as Betty May Raport. When she heard that he was going to sing, she squealed with delight, threw her arms around him, and kissed him impetuously. The other director, Joan Kirberger, who was turning little pirouettes aimlessly in the aisle, smiled sweetly at him.

Suddenly a hand thumped on McGurk's back and the jovial voice of Jay Bean, assistant business manager, said, "How are you, buddy?" Suave Le Roy Winter, business manager, appraising Durbin at a glance, wittily remarked, "How are you McGurk, old jerk?"

Sauntering down the aisle with Mr. Norman Webb, faculty director, was that handsome hunk of man, Gene Trexler. With the Kapers' governing body seated in their special row of honor, the try-outs were ready to begin.

The ensuing calm made Durbin brave enough to let go of his breath. Ever since an unhappy event in childhood, when Durbin's mother in a fit

of remorse had tried to asphyxiate him, Durbin had been holding his breath in times of trouble.

He was beginning to enjoy the actions of the trembling students when a voice called out—DURBIN MCGURK! Reluctantly the frightened Durbin arose to peel off his raccoon coat, galoshes, muffler, stocking cap, two ski sweaters and an extra pair of pants.

Flanked by chief accompanist Marjorie Morrill, he prepared to sing "I Love You Truly." Things were going pretty well, despite his knees producing a percussion background and his left leg having turned to water.

Durbin struggled valiantly on until his voice cracked. This was all the unfortunate boy could stand. Crying and shrieking, "I can't stand it, I can't stand it," he ran wildly out of the auditorium, up to the office where he was soothed and comforted by Mr. Farmer.

You won't see Durbin McGurk in Kapers this year. The strain was too much for him.

*The Kuay Weekly*  
Queen Anne High School  
Seattle, Washington

# *View World's Greatest Oddities* *—Garfield's Male And Female*

For all biology students, here are descriptions of two of the world's queerest creatures, the young Garfield male and the young Garfield female. It is believed they are a type of human, although this theory is questioned by some.

MALE: The male animal is of an odd sort. In an attempt to distinguish himself from the female he has shaved the hair from his head. Sometimes he has it shaved close, and his cranium comes out smooth and shiny as a billiard ball. Other times he cuts it straight across the top, leaving the corners square.

Another way in which the male distinguishes himself is by wearing long trousers. Usually these are supposed to be white or yellow, but they always manage to look a murky gray.

Most males own, or hope to own, a car. Many of them possess old rattletaps with strange things written on them, while a few have comparatively new models manufactured since 1917.

Males are not so intelligent as females, but they are nice to have around especially when they have money, cars, or a sense of humor.

FEMALE: "Oh dear, don't you think I look awful?" That's the favorite quote of the strangest of all creatures, the female. And it's usually directed at a poor and bewildered male. If he says "no" she sticks her nose up in the air and calls him a panty-waist because he's afraid to express an opinion. If he says "yes," she slaps him, but hard.

The females wear long skirts, soft sweaters, dirty trench coats and bright color on their lips. She has long fingernails which she tries to hide under blood red, but they're really weapons for scratching.

She giggles a lot, and tosses her hair. She always takes an unbelievable assortment of combs, lipsticks, and ribbons on every date, which she expects the male to stuff into his pockets.

The female laughs at the craziest things (usually a male). And she is always insisting

that she is dieting (even when she's so thin that she could be threaded through a needle) and yet she always manages to tuck in sundae after soda after malted, and more hamburgers than any male can afford to pay for.

*The Garfield Messenger*  
Garfield High School  
Seattle, Washington

*Example 47*

## *Yo-Yo Epidemic* *Has Many Victims*

What are we to do? Nothing except buy a yo-yo and accept our fate.

Yes, once again yo-yos are whizzing and people are ducking in the halls of Austin High. Yo-yos of all colors, with all lengths of string are making life miserable for the non-yo-yoers.

Monday morning the climax came. After seeing Paul Johnson with his new yo-yo anything else is tame.

His yo-yo made of two records held together by a spool, a three-inch bolt, a washer and a nut, wrapped with two yards of string tops everything.

When queried about what he could do with his spectacular contraption, Paul, a low soph in Miss Ardis Phillips' home room, replied, "I just yo-yo with it." And believe me that's enough.

Incidentally, the names of the records are "Where Do We Go From Here?" and "I Don't Know Where I'm Going, But I'm On My Way."

*Austin Round-Up*  
Austin High School  
Houston, Texas

*Example 48*

# Nothing Here Contains Any Value, So Just Read Some Other Story

SAY, WHAT so blurred your vision that you couldn't read this headline?

Didn't you see that you were to skip this? Then why on earth do you go on? You will get less than nothing out of this. So read another article! If you haven't stopped, you're only wasting your time.

This is the moment to show that you've got enough character and will power to stop. Didn't you understand? Stop! Boy, there's something the matter with you; maybe you've been reading too much. A newspaper just bursting with hot news, pictures to view, a good joke column just waiting to be read and you persist in plowing through this piece of nothing.

Now we are halfway through and you're still going on. I don't know what's so attractive about this next line, but I'll bet you can't help reading it.

Or can you? No, indeed I was right. What could you be getting out of this? Nothing. But you're acting as if you're bewitched.

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If you've lost something—I can't tell you where it is; this isn't the lost-and-found shelf. Why don't you look somewhere else? Not many lines left, so show that you have some backbone and stop!

You're still curious enough to keep right on wasting time by reading these very last words. Aren't you?

*The School Spirit*  
Bosse High School  
Evansville, Indiana

## Example 49

### As It's Done in The N. B. C. Club

Chairman: In the name of the N. B. C. of Franklin K. Lane High School, I hereby open and call this meeting to order.

1st Member: I object.

Chairman: To what?

1st Member: To calling the meeting to order.

Chairman: Will the secretary please read the minutes?

Secretary: At the last meeting of the N. B. C. we had as speaker Mr. Abbidacabrasky.

2nd Member: How do you spell it?

Secretary: I object.

2nd Member: I object.

(Everybody begins to argue as to the spelling of Mr. Abbidacabrasky's name.)

Chairman: Quiet! Quiet! The minutes are accepted. The club now proceeds to the business of electing the officers. Nominations for president are now open.

3rd Member: I nominate—

2nd Member: I second it.

3rd Member: I withdraw that nomination.

2nd Member: I protest.

3rd Member: I protest.

5th Member: I *PRO*test.

6th Member: I *proTEST*.

1st Member: I object. This isn't parliamentary procedure.

(After a long drawn-out argument, three candidates are finally nominated.)

3rd Member: I make a motion that nominations be closed.

(Nobody wants to second it. 3rd member seconds the motion himself.)

Chairman: All in favor.

(Only one hand is raised.)

Chairman: All opposed.

(Everybody else raises his hand.)

Chairman: Nominations are closed. We will now proceed to the voting. Z——, you be teller.

(Vote is taken accompanied by a great deal of discussion. Nearly everybody votes two or three times.)

Chairman: Very well, then, A. has it.

1st Member: I protest. I demand a recount.

(Vote is retaken this time, with everybody voting three or four times, and this time B. gets a majority.)

Chairman: Very well, then, B. has it.

2nd Member: I demand a recount. It's undemocratic.

(Chairman starts to take another vote; the bell rings.)

Faculty Adviser: We will have to postpone the elections until the next meeting.

1st, 2nd, and 3rd Members in unison: This is undemocratic. My candidate is the new president.

Chairman: In the name of the N. B. C. of Franklin K. Lane High School, I hereby close this meeting.

(Chairman dashes out of the room before the enraged members can get to him. The three candidates for president immediately besiege their Faculty Adviser and begin to argue with him as to who is president.)

And in the hall: The Faculty Adviser is unfair. Freedom of speech is not allowed. He is always running the meeting. Now I don't see why——.

*The Lane Reporter*  
Lane High School  
Brooklyn, N. Y.

*Example 50*

## Famous Physician Performs Odd Request

"Calling Dr. Darekill, Calling Dr. Darekill, wanted in surgery." These familiar words ran through the troubled minds of the hopeful throng. As the illustrious doctor stepped forward to his place at the head of the long white table he too was troubled. As he called for the sharpened instruments, the anxious on-lookers wondered: would the operation be successful?

There was no question about it; it had to be. Dr. Darekill's famed reputation was at stake. If he failed, it would mean ostracism, disgrace, the loss of his practice, and more important, going hungry.

The man beside him offered his advice, even assistance, but the competent M.D. waved this aside, and turning back the cuffs of his new holiday suit, he started the grueling task.

Scalpel, forceps, scissors, he asked for in crisp, curt tones. There could be no mistakes; Dr. Darekill worked quietly, and methodically. Then suddenly he dropped the knife and called for a keener blade. An amputation was necessary!!

All around the long table, the men, women and little children looked with wonderment and sighed with bated breath.

After what seemed to be hours, Dr. Darekill looked up and smiled: there in front of him was the amputated leg. The patient was doing nicely and he continued to work on the minor details of the surgery.

The operation had been a success. Everyone turned in their places talking to everyone else, laughing and joking about how easy the operation had been. And in reality it was easy, for the "operation" had merely been the intricate carving of the——

Thanksgiving Turkey..

*Piedmont Highlander*  
Piedmont High School  
Piedmont, California

*Example 51*

## Whesie Queries 'Em

M. L. S.

Now what did Harry tell me to do? Oh, yeah—interview important students in our school. Hi, Crone! Oh, lookie, there's Claiborne Pete; I'm going to interview him.

Clai—borne! Yoo Hoo! I want to interview you and— You don't want an interview? But, Claiborne, you'll get your name in the paper and everything! So you don't want your name in the paper, eh? These problem children!

There's Jabie Heyward, but he's not important so I won't waste my precious time messing with him!

Hello, Katherine Seymour; what's the low-down on Gertrude Parker? She's going to Tennessee? Isn't that grand? When? Oh, she isn't going to Tennessee, she's going WITH "Tennessee." Pardon my quick getaway!

Now let's swing and sway with Urwell-Bay, 'cause here he comes, he's gonna play! My, that horn makes pretty music! Say, Ted, how about giving me an interview? Ted, I'm talking to you! Stop playing on that thing! Stop it! Be quiet! Hush! Quit now! Grrrrrr! I wish these people wouldn't be so undignified. How can I interview them when they won't even listen to me? You'd think I was a member of the family!

Now if I could just find the janitor. He sure is important. But, fish, he ain't no stewardant! Hello, Ham, Oh, fine!

Who is that I see now, trucking down the hall, she's going to town oh boy and how, Ouch! She bumped into the wall!

Don't cry, "Cassie," it couldn't have hurt you, *much*! Oh, I didn't mean it that way, honest I didn't. Come on, old gal, give me an interview. Please, I just gotta have this story by this afternoon. So you won't, huh? See if I help you up.

Gee, I'm an hour late and I haven't got an interview yet. Well, come to think about it my story was supposed to be on activities!

Knock me down with a feather!

*Goldsboro Hi News*  
Goldsboro High School  
Goldsboro, North Carolina

*Example 52*

## Try an Athlete on The Dance Floor

The night of nights—your best formal—your most alluring perfume—a date with the captain of the football team—his gorgeous corsage—happily riding in his two-seater—breathless expectancy thinking of the first dance—arriving at the night club—on the dance floor at last—muscular arms that feel like steel—a crack of leaves as he grips your hand—profuse apologies—feet like gunboats crush down on your dainty ones—more apologies—heartbreaking rip as a misplaced foot lands on your hem—colliding with other dancing couples—four hours of this—home at last, thank heavens!—athletes as dancers?—*Nuts.*

*Hyde Park Weekly*  
Hyde Park High School  
Chicago, Illinois

*Example 53*

## Times Have Changed, But Not This Car

A noisy horseless carriage was really something to turn and stare at 38 years ago, and people around Adamson are still staring at the very same car. If you were in front of the school this morning you probably saw this car as it rolled up with its load of passengers.

It is a 1917 T-model Ford and it belongs to Harry Bates. The presto-lite kerosene lamps have to be lit with a match. The big nine gallon gas tank is located under the seat. Filling the tank requires the removal of all passengers and the seat itself. Also some brave passenger must risk life and limb to crank the car, for it is not equipped with a starter.

This car has two forward and one reverse gears and features two wheel brakes which stop the car best when everybody is dragging their feet.

*The Acorn*  
Adamson High School  
Dallas, Texas

*Example 54*



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## TYPE 3—THE HUMAN-INTEREST STORY

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The human-interest stories that follow all have their origin in some news happening that would not have merited attention had it not been for a comic, a dramatic, a pathetic note that was there. In all cases the value of the story is also dependent upon the reporter's handling of it. Notice that the short human-interest story is often "boxed"; that is, enclosed in rules on all four sides.

### Who Wouldn't Be Proud

Hope Hall, from all the praises I've heard, is a very pretty girl; at least Mr. Smith thinks she is. Maybe it is because she's his granddaughter. She was born Sept. 21 and she weighs 7 lbs. and 4 ounces. Quoting Mr. Smith, "She cries very little. She sleeps a great deal, and she has pretty fingers and ears. In fact," he said proudly, "she's pretty!"

*The Acorn*  
Adamson High School  
Dallas, Texas

*Example 55*

### Fathers Go Nuts Awaiting Babies

Have you the time? I hope it's a boy. Have you the time? What'll I do if it's not a boy? Have you the time? Up and down, up and down, they walk. What college will I send it to if it's a girl? These and many other questions were bombarded upon the weary nurses of Emory Hospital.

Teachers turned students, and nurses turned teachers. For once the great friend of Julius Caesar and the baritone competitor of Lauritz Melchior didn't know the answer.

The test was passed when our Mr. Maddox, of room 312, and Mr. Boyter, of the Glee Club, were presented with bouncing baby boys on June 27 and July 10, respectively.

Robert William Maddox is the cutest little boy you ever did see, and little Martin Maddox, aged two and a half, thinks he is just about the nicest brother he ever had.

Charles Hamilton Boyter is the cream of the Boyter crop. Instead of crying when he wants something, he sings.

*Co-Ed Leader*  
Commercial High School  
Atlanta, Georgia

*Example 56*

### Police Chief Nabs Own Dog

This is a tale friends of Police Chief Miles Norton should enjoy.

The other day a school official phoned the police station. "Send an officer at once to take care of a bunch of dogs that insist on running in and out of the building," was the request.

Chief Norton's house is situated next door to the school. He also owns a bulldog named "Skippy." The dog is never allowed out of the yard. That day he escaped, however.

The officer came but caught only one dog. Triumphant he had it jailed. An hour later Chief Norton inspected the catch. It was "Skippy."

*The Ah La Ha Sa*  
Albert Lea High School  
Albert Lea, Minnesota

*Example 57*

# Rattlers Don't Scare Ford

By Nancy Cox

Phil Ford brings 'em back alive!

Not lions and tigers from Africa, but live rattlesnakes from the wilds of West Texas.

During the summer Phil, who is a sophomore in Abilene High School, follows the unique vocation of catching rattlesnakes at his father's ranch near Bronte. Venom is extracted from the snakes and used for medicine.

The rattlesnakes are dragged from their dens with a long hook made of wire, Phil explains, and then dropped into bags. He caught nearly fifty snakes in one day this way.

The venom is removed by teasing the snake into striking a rubber tube and then poured into cans for shipment.

## Meat Shipped East

After several such operations the snakes are killed and skinned. The meat is either shipped to the East, where it is considered a great delicacy, or it is cooked to secure rattlesnake oil which is used in polishing saddles, belts, and other leather articles. The skins are used to make belts, hat bands, and various ornaments.

Phil, really a very modest young man, admits that his relations with snakes are not of the most friendly, but he, nevertheless, does not consider his hobby dangerous. He has never been bitten and claims he never will, because he is cautious.

"When rattlesnakes are really dangerous is when you are not aware of their presence," Phil said. "About the only danger of being bitten is running up on a snake when you least expect it," he added.

## Safe Job!

"I find rattlesnake hunting as safe as any other job. There are more precautions to take, but there is still quite a sport attached to it. I enjoy catching snakes alive lots more than shooting them," he said.

A cowboy on the Ford ranch has been bitten by rattlesnakes at least 20 times. (What a man!!!) The only medicine he uses on the bites is chewing tobacco, according to Phil.

*Abilene High Battery  
Abilene High School  
Abilene, Texas*

*Example 58*

# Higher education—



● **THE LONG** and short of it is that American Education Week is November 8-14. Realizing the value of education at all levels, Philip Green, right, is elevating himself and reading a book which may help him up the ladder of success. Charlie Moss, also holding the book, believes in standing on his own two feet.

*The Grizzly  
Ft. Smith High School  
Ft. Smith, Arkansas*

*Example 59*

### Coover's Geography Class Finds First Exam Hard

Mrs. Mary Coover, commercial geography teacher, reports that the first quiz given to her students yields many boners worth passing on:

A delta is a hilly and rocky place on the side of a mountain.

A delta is a narrow strip of land between two larger ones.

The heart of Europe is around in Asia.

A basin is a tract of land divided by a river.

A basin is a place at the mouth of a river.

U. S. S. R. is the heart of Europe.

A basin it is a body of water between two lands.

Basin means lower part of Europe on land which is dry.

*Ponce Tribune*

Ponce de Leon High School  
Coral Gables, Florida

*Example 60*

### PURSUIT IS ONE OF OUR RIGHTS!

Debatable topics were being discussed in speech class. The subject was brought up—

Resolved: That boys and girls in Pine Bluff high school should not be allowed to go steady.

Wimp Jones' opinion was, "Sure they can."

Bob Warren blurted out with "Boy, in the United States, man is given life, liberty, and the PURSUIT of happiness."

*The Pine Cone*

Pine Bluff High School  
Pine Bluff, Arkansas

*Example 61*

### How Can You Tell It's Your Appendix?

"Hello, is this the bus station? Well, did you find an appendix on one of your buses?"

So astounded that he couldn't speak, the man at the other end of the line made unintelligible noises as Marion Cobb described her predicament.

Marion had her appendix out during the second week of school. Since then she has been carrying it around in a bottle of alcohol.

Last week she brought it to school to show her classmates, and then rode home on a bus. After getting off, she discovered that she had left her "operation" on the bus.

After recovering sufficiently from his astonishment, the attendant explained that she could recover the lost article at the bus station, providing she proved that it was hers.

*Pebbles*

Marshalltown High School  
Marshalltown, Iowa

*Example 62*

### Cumulative Tests Distress Student

The frown she wore was one of extreme distress. She had lost the carefree swing in her walk. Her heart sank low and she cleared her throat in an attempt to rid herself of the lump that insisted on settling there.

She uttered a last minute prayer as she approached the door. On entering the room, she observed other frowns to match her own.

Why did she feel so unprepared? She couldn't escape. It wasn't that it was too late now, this trying experience came to everyone at some time.

"Why worry?" she asked herself.

"Others have taken cumulative tests and continued to live."

*Greenville High News*

Greenville High School  
Greenville, South Carolina

*Example 63*

In this division are included four examples. The first, Example 64, is a type commonly found in school newspapers, the story of an unusual or interesting personality about school. The student's hobby is the point of interest that led to the story, that marked him of feature interest to the student reader. It is unusual for a high-school student to earn \$18,000 raising prize-winning pigs.

The other three features, Examples 65, 66, and 67, represent another type of personality story, one so common that it appears in perhaps over half of the high-school newspapers of the country each week. It is the popularized biographical sketch, often accompanied with a photo, of a student who is feature

## *Industrious Duane Boenig Raises Pigs, Savings*

**By Mary Yeager**

"This little piggy went to market; this little piggy stayed home; but these little piggies helped Duane Boenig make a small fortune." And that, brother, is pure ham!

Duane, who lives at Converse, Texas, first became interested in livestock six years ago, when he was only ten. He joined the 4-H club in the junior school at Converse and since then has turned his hobby into a profitable pastime.

### **Saves \$18,000!**

Every year since 1943, Duane's pigs have walked off with the prizes and Duane with the cash. Over and above expenses, Duane has managed to save a nice little sum of around 18,000 dollars. With this money he intends to go to Texas A. & M. college, where he will study animal husbandry or wild life.

In 1945 at a livestock show at Houston, Duane had the Grand Champion Barrow, which sold for \$1,039, the

Grand Champion Litter, and the Grand Champion Pen of three barrows. Each of the three weighed 269 pounds each and sold for 25 cents a pound.

This year he entered his pigs in more livestock shows than before, and as usual they came out on top. In Houston, his Grand Champion Barrow brought him \$1,100, and his Grand Champion Pen of Three, which totaled 700 pounds of pork and sold for 30 cents a pound, brought \$210. He also had a Grand Champion Pen of Three at Ft. Worth which weighed a total of 675 pounds and sold for a dollar a pound.

Duane and his Grand Champion Barrows also participated in the State Fair at Dallas. October 5 was 4-H Day in Dallas and the boys were guests of honor all day.

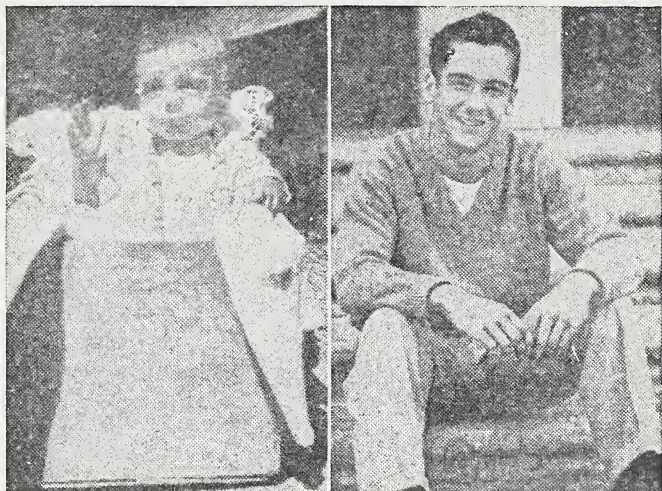
*The Brackenridge Times*  
Brackenridge High School  
San Antonio, Texas

*Example 64*



copy more because of popularity or prominence than because of anything unusual being done. For an entire year, a St. Louis paper, the *Courier*, ran a series in which the faces of the students were always hidden by some trick o' other (see Example 67).

## MEET THE KIDS



My, what a good looking little guy we have here. If you'd like to see what he looks like now take a squint at the fellow next to him. (Maybe we'd better go back to the baby picture!) Little Buddie Eckert is one of those rare little devils that has grown up just as devilish. The one time terror of the baby buggy has now become the terror of the highways. You've probably more than once run from him in his green car. There've been a few other slightly noticeable changes. He is now five feet eleven and one-half inches tall (mustn't forget that one-half), has brown eyes and black hair. (We'd like to say curly, but . . .). His likes include Boulder, the River, football (which he's rather

good at), physiology (with Mr. Miossi, Bud's favorite teacher!), popsicles, avocados AND Doris Hahn. His dislikes are flat tires, worms with apples in them, and weasels.

Bud is a high senior and is to be seen around the halls at most any time of day (whether classes are on or not) or night. (He likes to just sit in the court and not have to worry about getting to class.) So, if you're wandering around and trip over someone taking a cat nap in the hall, meet . . . Bud Eckert.

*Lincoln Log*  
Lincoln High School  
San Francisco, California

*Example 65*



# Innerviews . . .

Nora McKee, valedictorian of the senior class, is eagerly looking forward to graduation. She is a member of French Club, Science Club, Y-Teens, Student Service, and the band. In her spare time, Nora likes to read, sleep, play the piano, and watch Jack Benny on television. Nora dislikes "people's elbows in my ribs." After graduation Nora intends to go to Allegheny College where she will take math or science.



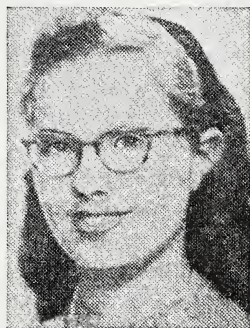
**NORA MCKEE**



**PHIL WILSON**

Acting as assistant feature editor for *HiWays* and vice-president of Youth Council of Churches, Phil Wilson also has on his agenda of school activities National Honor Society and Science and Latin Clubs. Phil's pet peeve is "people who continually criticize." Rating tops with Phil is history; and in sports, baseball. He thoroughly enjoys a Pirate game. Favorite for Phil on TV is *Two for the Money*. He would like to become a history teacher but has not decided on a college, which may account for his favorite saying, "I don't know."

Consul of the Latin Club, and a member of the band, Science club, projectionist squad, Y teens, and National Honor Society are on the activity list of Elaine Dickinson. Concerning graduation, Elaine said, "I am looking forward to it, but I'm not very happy about making a speech." After school hours Elaine likes to read, cook, and play the flute. Looking ahead Elaine plans to take veterinary medicine at Cornell, if she gets a scholarship.



**ELAINE DICKINSON**

*The HiWays*  
Wilkinsburg High School  
Wilkinsburg, Pennsylvania

"Foggy Faces" was used as the uniform heading for the series of features from which the example below was taken. Notice how much more can be done if photographs are used in stories.

## Foggy Faces

### **Welcome New Year With Music Talent**

By Marion and Marie

---



For tootin' in the New Year, this boy knows his notes, and no foolin'. He blows one *hot* cornet here and also with another band.

He has all the instruments for noise on New Year's eve, because his hobby is collecting guns.

A 10th-grader, he is battling through 2nd-year Latin, but we know he's better at doing vaudeville skits with Bob Gore.

Our New Year boy is tall and dark-haired, and you'll find his name in the ads.

\* \* \*

Don't let the horn our Question Queen is blowing fool you. She's just welcoming the New Year. This girl, who really plays the fiddle, has been a member of Orchestra since 8th grade.

A 10th-grader now, she has been in Junior GAA and Junior Honor Society. A basketball player, she hopes to make the Varsity team.

Besides being sports-minded, this Question Queen is the only sophomore member of Orchesis. Mary Ann Nutt, June Marske and Charlotte Tebbe are her faithful companions.

Sport clothes and the usual hamburger and cokes are her favorites. She also rates English as her special subject. Hunt up this girl's name in the ads.

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*The Courier*  
Normandy High School  
St. Louis, Missouri

*Example 67*

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## TYPE 5—THE NEWS-FEATURE

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Let us call a news-feature a story that might have been a straight news item, but it turned out to be a feature because a reporter had a good enough news sense to take such liberties in his reporting. In the case of the school newspaper, there are always a number of school events that have taken place that still deserve space in the paper, but they are items long since deprived of real news value. It is here that the news-feature serves well.

### *Groundhog Reports Doin's*

The day of Feb. 2 is groundhog's day this year.

When little groundhog peers without to see if spring is near.

But when he heard the news about the dance the night before,

He thought he'd come a night ahead to see what was the score.

He peeked in East high's window and cocked his little head.

The SPOTLIGHT asked him what he saw, and this is what he said:

"'Twas about 9 o'clock when the Bubble Ball started, and arriving just in time were Sue Flugstad and Guy Gibbs and steadies, Jean Lucas and Bob Linger.

The band members filed in one by one and began the dance with the strains of 'Tiger Rag' to put everyone in that romantic mood.

"Soon, others started to arrive, and the general conversation seemed to be about Betty Palmer's new black dress. Ursi Ronnebeck appeared with a mysterious fella whom she refused to introduce to anyone. It appeared as though she were possessive, or he was bashful.

"Dolly Conzett and George Grober were sitting out most of the dances, explaining that the ski tow gave her a hard time. While on the other side of the floor, Gil Hunter and Karla Banta were trying to do a fast jitterbug to 'Huggin' and Chalkin'."

"Bev Batschalet and Jack Jacobey arrived late, still debating with Bill Robinson about the possibility of longer lunch hours, while Margaret Kettering and Dick Beck pondered over the popular subject of 'The Price of Cheese in Russia.'

"Art Milman and Pat Ewer seemed to enjoy

listening to the orchestra as it played 'To Each His Own.' Other Angel twosomes sighed 'Let's dance.'

"Mary Jean Finn and Dotty McMillan appeared with matching dates, Walt and Bill Seifert, and it seemed that everyone but the gals themselves was confused. After the intermission, I noticed White Jacket officers, Ellen Gray, Dotty Thomas, Marg Forth and Elinor Minning talking to the sponsor, Miss Regina Des Jardines. They seemed very happy that the dance was such a success after all of the previous interruptions.

"As the clock pointed to 12 o'clock, the orchestra jived up with the theme song, 'I'm Forever Blowing Bubbles.' Cherubs prepared to leave and the lovin' atmosphere encouraged me to leave and bury my shadow to hasten spring along."

*East High Spotlight*  
East High School  
Denver, Colorado

*Example 68*

The first three examples (68, 69, and 70) shown here represent past events that are outdated as far as news value is concerned, but are saved and made space-worthy by clever feature treatment.

## Finally Admits Belated News

Some news, after staying at the printer's more than a week, awaiting the publication of another *The Wacoan*, would grow so stale that the editor would use something more timely in its place.

★

Although this story happened nearly two weeks ago, as a student of WHS, you will be interested in it and in what it tells you.

You see, this story is about the rip-roaring, gay time lucky members of school clubs had in the Gym last Saturday night. It will tell you about the Grand March, the autograph, the stunts, the award, and the refreshments that were served.

It will have a paragraph telling that as the students entered the door, they were told to pin their tickets on their coats. As soon as the crowd had sufficiently gathered, all present were given pencils and a sheet of paper, and for eight minutes confusion reigned as the mad contest to see who could secure the greatest number of autographs began.

In another paragraph, this story will tell you that following the game all the girls lined up facing the boys on opposite sides of the gym for the Grand March, John DeWitt led the boys, and his partner was Beverly Ghrist. The descriptive talents of the reporter will tell you that the sight of some three hundred-odd WHS students joining in the march was quite a heart-warming spectacle.

★

Continuing down the column, you will read that all the club presidents drew straws to determine the order in which the stunts were to be presented. For two hours there was absolute enjoyment, as the sixteen stunts were given. If the reporter were not limited on space, she would give more details about costumes and the characters of each of the skits.

All she can say is that as soon as the last performance was finished a member of Baylor Little Theatre presented the award, a beautiful gold loving cup, to the basketball team. Honorable mention went to the National Honor Society and Voice Class.

★

As the story draws to a close, you will find in the last paragraph what was served to the guests following the presentation of the award.

★

All lined up at two tables in the rear of the gym, where there were sandwiches, cookies, potato chips, and punch—all that a person could want. Even Mr. Cabe came back for seconds.

*The Wacoan*  
Waco High School  
Waco, Texas

*Example 69*



# Settle Boy – Girl Problems

By **BARB** and **TERRY**

When boy met girl two weeks ago in Miss Cromley's Personal Relations classes, date doings and don'ts, wooings and won'ts were discussed. During the fifth hour Mary Bolles, Georgina Blackwood, Jeanette Pakuliak, and Shirley Murphy exchanged ideas with Bob Leake, Dean Cook, Dick Barnes, and Bob Hahn, while in the seventh hour Lois Hood, Helen Cavanaugh, Ruth Trim, Al Case, Ralph Kausch, Don Brown, and Ray Brown swapped talk. Pull up an opinion and sit down while we try to squeeze all this date data into easily digested capsule form.

If opening night finds the modern miss frantic over the clothes question, she needn't worry as far as the boy is concerned. He'll give an approving eye as long as the outfit's sweet and simple without the added attractions of clanking jewelry and powerful perfume not worth a scent. Dates that arrive at odd hours of the p.m. should take it from these fellas and femmes that the ideal time on most occasions lies between 7:30 and 9:00. Everybody agreed, though, that the very best time was "on time" for both parties concerned. Whether to be brief or to linger long over introductions becomes the question. Studes agreed that it's best to be short and sweet about it to avoid awkward situations.

**THE CONSIDERATE** date will have the "where" and "how" details all arranged and agreed upon beforehand. Evenings planned at the last minute never seem to run as smoothly as those previously mapped out. If the date destination is a dance, and the girl

doesn't delphoi, she needn't hesitate about going. According to those on the panel, it isn't necessary. Half the boys voiced the opinion that it's O.K. for girls to smoke moderately on dates, while the other half said they disapproved of it wholeheartedly. Hand-holding was believed by some to be something sentimental, but others considered it doing what comes naturally, beginning with the first date.

When it comes to feeding the face on a date, the groups decided that any girl can take a casual hint if it's carefully dropped and won't gobble down her date's whole bankroll at one sitting. Everybody knows that even a six-footer can be short at the end of the month.

**AFTER PUTTING** on the feedbag, the tired couple heads homeward. All the panel agreed that at this point lulls in conversation bring on other things. Concerning wooings and won'ts it's up to the girl to indicate whether or not they'll stop and park—so the fellas said. If the girl's been a swell date all evening, he won't mind taking "no" for an answer. If the girl refuses to park after a dull date, she, like Miriam, won't hear the familiar ring of the telephone sing come the following week. (P.S. These last two statements were made by a male member of the panel.)

And so the story goes . . . To each his own . . . opinion, that is.

*The Cooley Cardinal*  
Cooley High School  
Detroit, Michigan

*Example 70*

In the case of Example 71, the event reported was one that dictated feature treatment rather than straight news. The last of these five examples of the news-feature, Example 72, might have been classified as a personality sketch were it not for one predominant angle that holds up the entire story by its news value. The fact that the person in question did a most unusual thing for a student—designed and built a celestial reflecting telescope—gives this feature a news value that personality sketches do not have.



# Kaufhold Awarded Ugliest Man Title



France has its bathing beauties, and AHS has its Ugly Men, as displayed in a contest featuring the ugliest men in school.

The ugliest of the uglies, as elected by a panel of impartial judges, is Berkley Kaufhold. Second and third places, respectively, are Don Chattin and Ray Peters.

The Ugly Man contest was divided into three parts. Friday evening, Oct. 30, a chili banquet was held providing all the chili one could eat. Gary Ray was the toastmaster and Wick Alexander presented the invocation. Robert Frazer and Jimmy Birkmeyer gave readings.

Following, the Sandies, a quartet composed of Joe Williams, Kenny Atkins, Larry Roberts, and Johnny Gilbert, sang a selection of songs. The highlight of the Chili Banquet was a talk given by R. B. Norman, principal.

The same evening, a talent show, displaying the talent of the candidates for Ugly Man was held. The talent show was in two parts. Jackie Cain was master-of-ceremonies

for the first portion of the program. Dances, songs, skits, and readings were presented by the candidates.

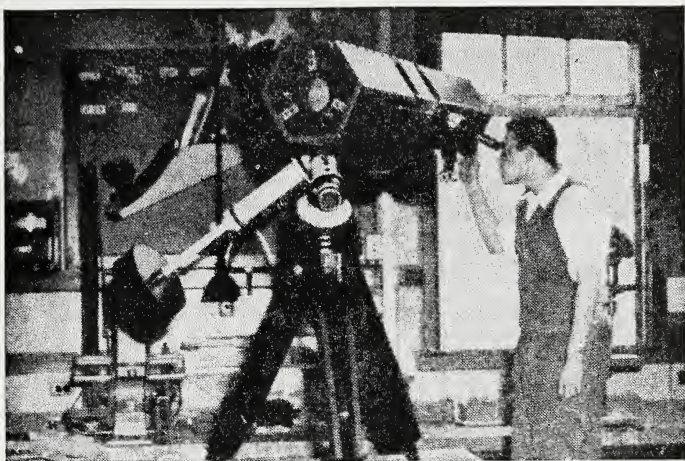
A skit, Hamlet on Rye, given by the journalism department, concluded the first part of the program. The second portion of the program was composed of a presentation of the candidates, dressed in gym suits, to enable the judges to view the Ugly Men without the glamorizing effects of costumes and make-up.

On Saturday, Oct. 31, a dance was held in the AHS Cafeteria. The music was presented by Ed Armstrong and his band. The high point of the evening was the presentation of the winners of the contest. Bobby Brady, master-of-ceremonies, introduced the winners, and gave the runners-up their prizes, which consisted of nosebags made of vegetables.

*The Sandstorm*  
Amarillo High School  
Amarillo, Texas

*Example 71*

## Stars in His Eyes



*Photo by Baida*

Albert Nagler looks into the telescope which he made in S.T.L.

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## Advanced S.T.L. Student Builds Reflecting Telescope

Albert Nagler, 8-2, designed and built the celestial reflecting telescope displayed during the Music Assembly, May 13.

The 140-pound telescope was made during Nagler's first term of advanced Science Techniques Laboratory under the direction of Mr. Charles Cafarella. He decided to build it when he realized the limitations involved in using a smaller commercial telescope he owned.

Astronomy has been Alfred's hobby since elementary school. He worked on the telescope in much of his spare time and intends to do research with it during the summer. He has already succeeded in "splitting the rings of Saturn." To the layman this means that he has distinguished the separate rings around that planet.

"Mr. Cafarella really helped me a lot," Nagler remarked gratefully when

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of an inch. The telescope has a magnification up to 375 times. It was built at a cost of about seventy dollars, which is considerably less than its industrial counterpart.

The instrument is also equipped with a tripod and different powered objectives. It can be taken apart in sections. The major amount of time in making it was devoted to hand-grinding and

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*Science Survey*  
High School of Science  
Bronx, New York

*Example 72*

## POSSIBLE ASSIGNMENTS

This list is included as an incentive for reporters and assignment editors rather than as suggested stories for them. It is a list to prime one's thinking about his own school. Thinking through the sources indicated here, with his own school situation as a backdrop, should lead a reporter to develop a list of his own equally long. Each item is phrased as an assignment that has been given the reporter to cover. No distinction has been made among types of stories, for often the type depends upon the approach to the source or the treatment of the material. In the list will be found news, features, news-features, reviews, interviews, and editorials. The assignments have been worded as the assignment editor might word them in giving the reporter a complete picture of the story as it is in his mind.

1. Queer mistakes that have been made on the recent examinations. Ask teachers if you may see papers. Don't use names. Write amusingly.

2. Review the basketball season. Use plenty of statistics. Determine significance of the season, use by-line, but avoid too much opinion.

3. Basketball-letter winners will be announced next week. Can you determine now by the records who will receive them? Include requirements for earning a letter.

4. Basketball season has just closed. Write an advance dope story on next year's team. Determine who the first six or seven will be. Interview them. Announce tentative schedule.

5. Describe in a lively manner the tests the physical director puts boys through in his gym classes—the rope climbing, chinning, etc. Use direct discourse and other techniques of good feature writing. Watch the classes.

6. Assume you're a travel editor. A week's spring vacation is coming soon for students. Suggest two-, three-, and six-day trips from your town. Include camping, motor, bus trips, etc. Estimate costs, equipment. Be specific.

7. Rehearsals are taking place for Senior Distinction Day assembly. In a lively feature describe the progress made. Use names, dialogue; make the reader want the day to arrive.

8. Write a story on how firms are subscribing to advertising in your school paper, how Ideal Pure Milk has run large ads weekly over a period of years, how Dawson's and others place ads unsolicited. Mention firms, quote officials on value of advertising, etc.

9. Student and faculty opinion on the possibility of a third World War, weaving an interesting story into it all. Ask ten people for opinions.

10. An interview with the head custodian. *Suggestions:* number of brooms, brushes, fuses, paper towels, etc., used a year; long hours; unusual experiences on the job; human-interest stuff!

11. A feature on "chasing synonyms" for editorial page. It's good sport to get a good-sized dictionary, look up a word, trace its synonym to another, and so on, trying

to shade away from the original meaning until you're completely away. Contradict the geometry proposition that things equal to the same thing are equal to each other. Make account vivid, detailed.

12. Cover the school broadcast this week from inside the studio. Have a fellow reporter cover it from outside. Write your stories to be run side by side.

13. Instructional feature on how to protect one's "house" (locker), playing up relatively small amount of things missed for school of 1,200. Cautions on "setting locks," leaving books in auditorium, cafeteria, etc. Mention lost-and-found bureau. Handle as an advice feature, not as editorial.

14. "I never done nothin' to nobody," said a notorious New York gangster recently upon being arrested. Write a feature from this lead on English usage. Does speech mark a person? What chance has a pupil of learning to speak well in high school? Check hall conversation, etc.

15. Interview the head of the English department on the change in the method of teaching grammar. What is meant by functional teaching replacing formal teaching of grammar?

16. With a tape measure make a chest-expansion inspection of boys around school, athletes, scholars, etc. Weave in names, expansions, and humor.

17. Interview the head engineer, discussing amount of coal burned those cold days. Give credit for a cozy building during a cold wave. Description of engine-room processes. Amount of ashes. What is done with the ashes?

18. That twenty-fifth hour! If you had an extra hour in your day, anywhere in the day, to use as you liked—what would you do with it? Interview all types of students. Drop in a couple of faculty answers. For Inquiring Reporter column—25 people.

19. An investigatory news-feature. Look into the new hall system of this semester. Chat with monitors on duty; quote them. See the faculty sponsor. Draw conclusions after presenting facts. Don't be too critical or severe.

20. Choose two families that are most represented in your school (four Lindseys, etc.), and write good personality, human-interest story, stressing likes, dislikes, abilities, news, etc.

21. Ascertain how many twins there are in the school—interview—comparisons—contrasts—lively human-interest stuff. Arrange for picture. Avoid the prosaic treatment that the twin story usually gets in school papers.

22. The elementary school being in this same building with the high school makes an "international boundary problem." Raids of graders across the line past rooms 120, 112, etc., to high-school cafeteria, etc. Complaints from elementary principal concerning high-school students who stray into his wing of the building.

23. A Did-You-Know feature gathered from homerooms, advisers, and pupils. Feature jobs boys and girls hold, distances covered in coming to school, attendance records, peculiar items, or where they once lived. One big feature with many names.

24. Investigating reporter looks over lost articles turned into lost-and-found bureau, commenting and describing.

25. Is left-handedness an asset or liability? Bring out amusing advantages and disadvantages through interviews with any left-handers in the school. Quote. Can you



account for left-handedness? Is it proper to try to change a left-hander to right-handedness when young? The principal of Centennial, who is left-handed, recently brought together for an hour all the left-handed pupils in his school. See him.

26. What blackboards will tell. Make a tour of the building just at close of school. Take notes, include names—feature treatment.

27. For a lead: Our principal said recently that the average person gets only one original idea in a lifetime. Build an interview-feature from this.

28. On their enrollment cards the freshmen have had to indicate what vocation they expect to follow in life. Write a lively feature with names.

29. Is dieting common among the girls in the school? Watch their trays as they leave the lunch line. Converse with them. What's the style in girls' size this year? What do boys think of all this?

30. In a recent talk on athletics and sportsmanship the speaker said, "Schools fail to curb student prejudices. Too often opinion precedes knowledge." Make this the basis of an editorial or an investigatory feature. What does the local interschool athletic situation add to this question?

31. Our school is training for leisure all the time. How many of our past students are playing in church and other city orchestras? Singing? In local dramatics? Etc. Investigate fully. Use many names. What school classes, clubs, and other activities are training for leisure?

32. Arrange with lost-and-found department to get weekly a list of pupils who turn in lost articles to the office there. Secure this first list for the paper—write the introductory article of the series.

33. The girls' eugenics class is reported to be carrying on some lively discussions. Report one of these discussions, using names along with the opinions.

34. School compared to Hollywood—students take the parts of about 20 or 30 movie stars.

35. The last five minutes before the dismissal bell at 3:00 P.M.

36. Sports feature. Anderson beat Newcastle in basketball one week, 28 to 18, and the next week Newcastle beat Anderson, 24 to 8—Anderson getting but one fielder. Comment on that age-old habit of sports writers of predicting scores on basis of previous contests. Bring out examples of this season's games to make your points.

37. Prepare a short personality sketch of each of the eight members of the basketball team about to enter the tourneys (100 words to the player). Have a lead that will cover the entire story.

38. Student assistants to teachers. Survey entire field to reveal regular assistants teachers have and what they do. Quotes here and there.

39. Some social-studies classrooms are now equipped with tables and a laboratory type procedure is followed. Investigate this method and the question-answer as so often used. Quotes.

40. Begin a series of articles about the people whose pictures are in the school Hall of Fame. Introduce them to the student body.

41. Begin a series of birthday stories. Each week run a story giving the student birthdays of the coming week. Secure information from the office files.



42. Shakespeare's vocabulary was 25,000 words, Milton's 17,000. What's the average student's? Feature-editorial.

43. Get a good descriptive feature from Charles Klammer on his taxidermy technique.

44. Secure from the College Scholarship committee a complete list of all scholarships available. Describe fully the method of applying for each—examinations, etc.

45. Imaginary story of the ghosts of former good track stars playing around the school field at the sectional meet here next Saturday. Bring in their names, records, etc.

46. Positions various students assume when sitting. Use humor, but also bring in serious aspects of posture. Quote health teachers. Bring in posture pictures being taken in health classes.

47. The part gossip plays at the school. Tell how one group gathers at front door each morning, etc. Try to trace a piece of gossip. Try to name about five important "gossip trails" or groups. Don't offend.

48. Describe the home of a certain teacher. Descriptive feature.

49. Effect of food on disposition. Interview authorities—teachers or authors. Do we eat too much? Is there any foundation for warnings against eating fish and milk at the same meal, etc.?

50. Get exact latest office figures on the size of each class—seniors, 11A's, 11B's, etc. Any interesting points to note, such as the percentage of drop-outs as the classes advance in school?

51. An editorial essay on a trip through the country. Describe the autumn foliage. Tell why a person should get out in the country these fall days, etc.

52. The greenhouse is being prepared for frosty weather. A chatty, conversational article, giving various observations about the greenhouse, quotes, facts, etc.

53. Get exact figures on the size of each department. Play up the unusual numbers—large and small. Are all large departments due to graduation requirements? Why are some departments so small? Interview authorities.

54. Straight news story on the number of post-graduates in school, what they're taking, why they came back.

55. The part food plays at the football games. Actual facts and figures about the concessions—number of hot dogs, soft drinks, etc., sold. Who gets the profits? What are the profits?

56. Write the first article of a "Where to Go" series, especially designed for freshmen. For instance, where would a student go in case of accident? In what rooms are first-aid cabinets located? Is the school responsible for accidents?

57. School was once thought of as only a preparation for life. Today it is said to be life itself. Bring out full discussion in editorial essay. May interview other students. What is meant by an "activities school"?

58. On the faculty there are five teachers who once graduated from this school. Get a story of the school changes. What were their activities in school? Who were their teachers?

59. Short feature on student forgetfulness, of keys especially.

60. Special feature on how students may earn their way through college if they but care to expend the effort. One of last year's graduates now works in a sorority house at a near-by university. Interview faculty members for ways in which they earned college expenses.

61. Begin a series on basketball rules, explaining them to the average student so that he may better appreciate the decisions of the officials. If properly handled these stories should make for better sportsmanship.

62. Special feature on why pianos must be tuned. Bring in the school's pianos. Why is it that a piano cannot be said to be in tune unless it is actually out of tune? Write for the average reader.

63. How do the members of the basketball team rate scholastically? Are the eligibility cards readily signed? Are there any interesting yarns of various players who were pressed to keep eligible for a certain game? Why do they have to keep eligible? Quote the State Association rules on this.

64. Do colleges actually make inducements to high-school athletes? Talk with coaches, ex-college stars in town, etc.

65. Prepare a feature on the opening of track season, giving the state records in all the events and the names of local athletes who will participate in each event.

66. Here's the old one: Is it a myth that redheads are fiery tempered, at times extremely so? Investigate—with names and opinions—examples. Ask biology teachers why redheads should be more fiery than blondes and brunettes.

67. It's not too early to find out what colleges the seniors are considering. Give reasons for their choices.

## WORK SHEET NUMBER 7

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*Step 1:* Read this chapter carefully, giving special attention to the examples of feature stories. Consult additional references in the library on the subject.

*Step 2:* Clip and mount five feature stories: one that informs, one that entertains, one that is a human-interest story, a personality sketch, and a news-feature.

*Step 3:* Clip and mount the best feature that you have seen during the past week. Which of the five types is it? Write 100 words explaining what gives it this distinction.

*Step 4:* Prepare a list of ten possible feature stories that you could write for the school paper the next two weeks. How many words should be written on each?

*Step 5:* From the following notes, write a human-interest story that would be of the short, boxed type. Don't hesitate to use direct quotations when needed.

Delbert Jones, student, who lives on the farm, has been late for school twice in the past week. He gave as his excuse to Principal Pierce that he had to stay home to repair fences.

Principal Pierce has a small farm next to the Jones farm.

Yesterday, Mr. Pierce, upon returning home from school, found some strange pigs in his garden. The fence was broken down between his garden and the Jones' field. They were the Jones' pigs.

*Step 6:* Mark the front page of the last issue of your school paper, indicating which stories are news, which feature. Do the same for pages two and three.

*Step 7:* Select one suggestion from your list in Step 4 that lends itself to entertainment, and write the feature story.

*Step 8:* Examine more than one daily newspaper, and then decide if newspapers have different policies concerning feature stories.

*Step 9:* Of the feature stories printed in this chapter, which depend most upon timeliness for reader interest? Which depend upon the style of writing? What do others depend upon?

*Step 10:* Write a human-interest story of 100 words, using an incident that happened in a class or elsewhere about the school.

*Step 11:* Compare for quality the personality sketches that appear in your school paper with the four examples in this chapter.

*Step 12:* Why is it that human-interest stories are so often very short? Why is it necessary that such a story reveal one dominant tone throughout?

### ***Additional Activities***

*A.* From a recent issue of your school paper clip and mount a news story upon which a feature story might be written. Outline such a story.

*B.* Write a 200- or 300-word feature story about an unusual procedure that some teacher is using in his classroom.

*C.* Seasonal features are all timely, but all timely stories are not necessarily seasonal. Write a 250-word seasonal feature.

*D.* Write a 250-word feature that is built around a group of students, bringing the subjects into the story. A homeroom, an athletic team, a cast for a play, and a debate team are but a few of such groups around the school.

*E.* Don't overlook the commonplace in your search for feature stories. Why do we prefer this to the fantastic in feature writing?

## 8. Interpreting the Significance of the News

### THE EDITORIAL

EDITORIALS are the newspaper's means of advising the reader of the significance of events. Editorials are journalism's essays, usually growing out of news events, and going on to inform, interpret for, convince, or entertain the reader, or influence his action.

**Structure of the editorial.** The writer of an editorial usually sets out to interpret a news event, a situation or condition that exists, or an occasion such as a national holiday. In doing so, he quite often wishes to change the reader's thinking or his behavior, or to lead him to take a particular action. It is readily appreciated that the construction of such an editorial is a real challenge. A few pointers to follow are these:

1. The editorial must be interesting if it is to be read.
2. It must be clearly stated.
3. The reasoning must be sound.
4. It must lead logically up to the conclusions, every point supporting them.
5. The writer must be content to put across but one idea, and in doing so he must move swiftly into the task without unnecessary words.
6. Too many rather than too few words defeat the purpose of an editorial.
7. If the writer scolds or preaches to his reader, the latter will turn to another story.
8. The presentation of facts rather than mere opinion is the surest way of influencing the reader.

Although there is no limit to the variety of forms the editorial may take, generally it has three parts—a beginning that states enough of the news event or topic to bring the reader into understanding, the building of the case through a logical sequence, and finally the conclusion which either summarizes or drives home the point.

Each year among the Pulitzer journalism prizes is one for the best editorial. The points on which the editorials are judged are a direct indication of what the field of professional journalism considers to be a good editorial—(1) clear-

ness of style, (2) moral purpose, (3) sound reasoning, and (4) power to influence public opinion in what the writer or the paper conceives to be the right direction.

Notice how the three parts of a typical editorial stand out in Example 73, where the writer does not labor over the one idea that he wishes to be understood.

In Example 74 the same procedure is used, the one-two-three approach. The writer calls attention to an existing situation, goes on in the body to interpret the seriousness of the matter, and toward the close appeals to the reader to do something about it.

# Carnival Develops Responsibility

The carnival season at Lincoln High School is always a period when a vast amount of student power is expended to bring a successful conclusion to a worthy enterprise. However, objectively speaking, the carnival is not just a grand festive occasion with lots of fun for the pupils at the sacrifice of school studies. It has a deeper significance which is a basic part of public education.

To an outsider it may be just another night in the week, but to its participants it presents a different hue. It means arduous hours of work revolving around problems, to name a few: in scripts, practices, concessions, dance, finance, and publicity.

It taxes the student's initiative and creative efforts to capacity. It implies many hours of extra work at the sacrifice of other activities. Each individual must take real responsibilities in his respective position to insure the success of the night. Furthermore, it means the co-operative efforts of every group, regardless of grades or clubs' working as a unit for the common good.

The carnival contributes to the practical side of education which the 3R's cannot fully fulfill.

If the new report card is an instrument to record the over-all development of an individual, these students who take part in such projects as the carnival should receive sufficient reward for their efforts.

Opens by referring to a timely school event, and states that it has great educational significance.

Interprets this educational significance by pointing out four or five benefits to the participants.

Briefly suggests a means of recognizing this participation.

*The Cardinal*  
Lincoln High School  
Portland, Oregon

Example 73



## *We Have Here . . .*

We have here in Evander what could be unofficially termed an "aristocracy." This so-called "upper class" includes many student officers of our general organization, senior government, sports teams, and clubs.

We are faced with the problem of having fraternities and sororities, so tightly fenced in that no one from the outside can open the gate. The members of these secret societies have seen to it that most of their own members have become officers running our school government.

It has been rumored that elections for senior officers in the last term were fixed, so that the "frat" and sorority members could rule together. This may or may not be the truth. That is not the main question. But can we put these stories off without any investigation?

Many of the members of these two groups are senior Arista members. This means that they are violating a strict rule of the school's honor society, which states that a member of Arista may not be associated with a fraternity, sorority, or other secret organization.

Having this clique as a part of our school council results in inefficiency and a lost sense of the value of democracy. If we intend to assume the work of citizens of the United States, who bear the weight of a democracy on their shoulders, we must realize that it is essential not to allow one group to gain control of a government. Otherwise it will be impossible to maintain that democracy.

The purpose of this editorial is to awaken the student body and the faculty to the dangers which lie ahead if we continue to allow fraternities and sororities to function and to spread their ideas right under our very noses.

Announces a situation that exists in the school

Goes on to explain the seriousness of the situation

Shows the possible carry-over into adult life

Calls for action

*The Evander News*  
Evander Childs High School  
Bronx, New York City

*Example 74*

### TYPES OF EDITORIALS

There is almost no limit to the variety of forms the editorial may take. The class should scan many daily papers early in this study, and in doing so will become aware of these many variations. The freedom given the writer of the editorial, in comparison for instance with that given the writer of the news story, accounts for this situation. However, as pointed out earlier, we see in

the standards set up for the Pulitzer Prize editorials the attempt to designate a preferred form for this type of writing.

The most common of these types, seven in all, are treated here, the more apparent characteristics of each being indicated. The overlapping here will not only reveal to the student the difficulty of classifying an editorial piece, but should also encourage him to respect his own individuality as he tries his hand at this form of newswriting.

**1. Editorial of interpretation.** The two already examined are examples of the type called the editorial of interpretation. It brings out the significance of a news event or an existing condition or situation.

## Good Taste Dictates Girls' Campus Dress

The women of San Francisco are noted throughout our country for their smart and well-groomed appearance. There are few places in the United States where women generally are as well-dressed as in our own city. This is an enviable reputation and one which all San Francisco girls should try to live up to.

In the past Balboa girls have received many compliments on their appearance. Their make-up has been in good taste, their hair has been attractively arranged, and their clothes have been appropriate for school. Suits, sweaters and skirts, or smart, pretty cotton dresses—in other words, street clothes or spectator sports clothes have been the rule.

The girls have shown unusually good judgment and good taste in not wearing clothes suitable only for active sports, as jeans, slacks, or pedal pushers. Nor have they worn fussy, low-cut blouses, or other things suitable for a hot day at the beach.

Since summer vacation this year there have been a few girls, most of them new in Balboa, who evidently could not resist the temptation of continuing to wear vacation clothes to school for their schoolfriends to look at and admire. We all hope that these few girls will soon realize that they are showing poor judgment and bad taste, and are breaking one of Balboa's oldest and finest traditions.

*The Buccaneer*  
Balboa High School  
San Francisco, California

*Example 75*

In Example 75 current practice in school dress is interpreted in the light of the usual school and community standard.

In Example 76 the new bus regulations are reviewed and interpreted to show hardship upon certain students.

### Don't Take the Late Busboys for a Ride

A tiresome school-day 7.15 A. M. to 7 P. M.—this is the deplorable schedule of many an active, school-minded Merionite whose predicament has been brought about for the sole fact that he is a tuition student or a resident of Narberth.

The new ruling by the administration permitting only ticket-holding residents of the school district to ride the school buses is an **almost** perfect enforcement in the interests of safety.

The change in plans, however, (as is the case in many red-tape rulings for the general welfare) has one profitable exception to the ruling which is being overlooked. It is easy to realize that the prohibition of extra bus riders at the regular coming and leaving hours, 8.00 and 3.00, is sensible and fairly just, but the uncrowded 5.30 situation is a different story.

Wrestlers, workers and writers, to name three of the after-school squadron of oft-tired laborers, more than make up for their "penalty" of not living in the district by their fatiguing "extra-activities." The problem of safety doesn't even enter the picture in this case, since the buses were only one-third filled when all late goers were using them.

Why then, must this unnecessary restriction, adding one hour to the tiring school day, be enforced? A simple consideration on the part of the administration—the granting of late bus privileges to **all** who deserve them—would alleviate much uncalled-for inconvenience to a hard-working group of late goers.

*The Merionite*

Lower Merion High School  
Ardmore, Pennsylvania

*Example 76*

### Bellingham-Everett Feud Dying Out

The old Everett-Bellingham rivalry is slowly disappearing. This startling statement records the diminishing clashes which used to mean the honor of both schools.

Everett is turning to a new rival, notably Bremerton. Not that the spark of old feuds doesn't excite both schools, but the traditional pomp and "hair-pulling" stage is over.

Unless something is done, and quickly, Everett won't even mind getting defeated by the Raiders at our next game. The student body may not even care to flood Everett that night and show them how to win a basketball game.

Students from the southern city are even admitting that their building doesn't even compare to ours. The good old days are going fast. When the Raiders clip the Seagull feathers January 31, they will be so busy worrying about Bremerton, they won't even notice.

*The Beacon*

Bellingham High School  
Bellingham, Washington

*Example 77*

**2. Editorial of information.** The editorial of information limits itself to the review of certain facts or news events, the mere handling of them in this manner being to emphasize their importance or to clear up some misunderstanding. It differs from the interpretive editorial by not drawing conclusions so obviously.

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## FINANCIAL REPORT

(Editorial note: Comments have been drifting into the Orange and Black office that there is some misunderstanding in regard to the necessity for advertising in this year's paper. The following editorial is an attempt to help you, the student body, to understand the reason for the ads.)

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Appreciation of a paper comes from knowing about that paper. Few people as they read the Orange and Black realize the cost of bringing each issue to the student body once a week.

An average issue costs from \$120 to \$130 each week depending upon the number of pictures it contains. This semester the Orange and Black depended upon an allotment from the school board, social hours, candy and peanut sales and minor publications to provide the needed funds.

Advertising also has enabled an enlargement of the paper this year. Compare last year's smaller sized four-page edition that plunged into debt and became a bi-weekly toward the end of the year to this year's publication.

Advertising, in addition to raising the standard of the paper for state and national competitions, nets \$60 an issue; \$400 was raised by the variety show; \$650 a semester is received from the activity ticket sales, making a total of \$2,010 for this semester. With our assets \$2,010 and our liabilities \$2,080, we still face a possible debt of at least \$70. Buzz book sales and other publications raise this additional money and pay for special issues such as the Christmas edition and help to take care of other expenses.

The Orange and Black, although a high school publication, has a financial scale comparable to that of a small town weekly.

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*The Orange and Black*  
Washington High School  
Sioux Falls, South Dakota

### *Example 78*

In Example 77 the writer interprets a changing relationship between his school and a neighboring one.

Example 78: This one gives the reader a financial accounting of the school paper to clear up any misunderstanding that may exist. The facts stand on their own; no conclusions are drawn.

Example 79: Just as an editorial of interpretation, this one is pegged to be an important news incident. Both sides are reviewed, but no conclusions drawn.

# Point System Limits Students

A great deal of discussion has been stirred up here by the recent announcement that the CHS extra-curricular point system, long unenforced, is to be strictly carried out this year.

The substance of the system is that no student is to be allowed a total of more than twenty points at one time, points being given on the basis of the amount of time and work involved in any activity. Thus The Caldron or The Spotlight major staff members, the leads of the senior class play, the varsity football team members and those holding other positions considered of major importance are given fifteen points. Other point totals are given for duties involving varying degrees of time and effort.

Students with too many points have two roads open to them. They can drop some of their activities, or they can present a request in writing to the Extra-Curricular Point Committee, of which Mr. James McFadden is chairman. Students who do not do this may be asked to drop all their activities.

There are obviously two sides to this matter. One is presented by the majority of the faculty and those who are somewhat less active in school activities. They say that the point system is more democratic, a way to distribute school honors evenly, and that far too many people of real talent are overlooked in the mad scramble for the same person who got in the headlines last week. Further, they claim that some students are so busy with extra-curricular activities that their studies suffer.

The others, a strong minority, is made up of the most active and so-called "big shots" of the school. They say that the system is undemocratic in that it limits personal liberty. They cite instances of past years when the editor of The Spotlight or The Caldron was a member of half a dozen other clubs and still came out valedictorian of his class. Further, they say that the number of students willing to work hard enough for three years to gain recognition in the fourth is limited; and that to limit anyone to one 15-point activity, a Boosters Club advisory councilship, and one other club is ridiculous.

At any rate, it seems probable that the success of the point system depends upon two things: First, the manner in which the Committee interprets the rules; and second, the participation of an increased number of Central students in extra-curricular activities.

*The Spotlight*  
Central High School  
Fort Wayne, Indiana

*Example 79*

## 'Dear Editors'

A short time ago, the staff received a note addressed to the "editors" and signed by "two disappointed juniors." It read as follows:

Dead Editors:

We think that if you will check the records, you will find that we met with the requirements for the honor roll but were not mentioned.

Yours sincerely,  
Jimmy Coleman and  
Kenneth Scull.

Many such requests are received by the GUSHER staff and, almost regularly, after securing a list of the overlooked names, a box appears which makes the corrections in the following issue.

Very often the GUSHER's "eating humble pie" is unnecessary because, in reality, such mistakes are not the fault of the staff at all. Honor roll lists pass through several hands before the final story appears in print. This excessive handling makes it easy for a name to be overlooked.

The initial list of students complying with honor roll requirements is made out by the teachers for their respective home rooms. With the many other responsibilities placed on the teachers' shoulders, it is no wonder that a name is sometimes left out. A name may be skipped when the reporter, to whom the story is assigned, alphabetizes them, even though this is checked and double-checked. The story must be typed first at school and then set in type at the News-Times. During both processes the operator is so hurried that a name may be skipped inadvertently. It is possible, too, for a delayed grade to cause an omission.



Of course a name is never deliberately left out, but careful and accurate work on the part of all those responsible for the lists is the only cure for such name skipping. Meanwhile, keep right on telling us about it if you're omitted!

*Hi Gusher*  
El Dorado High School  
El Dorado, Arkansas

*Example 80*

Example 80: Here is another excellent example of the editorial of information. The writer attempts to clear up a misunderstanding that exists with some readers about the honor roll, by setting out specific facts that speak for themselves with no conclusions needed.

**3. Editorials of criticism and reform.** The great bulk of the editorials that appear in the student press are those that severely criticize existing conditions and suggest a change. Some writers have called this the editorial of argument and persuasion.

Such an editorial takes a definite stand in regard to the matter being treated and attempts to bring the reader to that same point of view. Although some are limited to influencing the reader's thinking, most of them go further by calling for definite action on his part, quite often a change in his own behavior. Alert as they are to improving school conditions, it is no surprise that student editors favor the editorial of criticism and reform.

## Editorial

### **Is John Thompson Your Friend?**

When you pick up the evening paper and read the headline, "Mary Jones, Central High Student, Killed in Auto Wreck," you are only reading about another accident, another death. How would you feel if you picked up the same paper some day and read, "John Thompson, Waco High Student, Dies in Accident?" You would stop to read this story, wouldn't you? Why, John sat next to you in history, he was on the basketball team, and was really a swell all-round boy. Everyone knew and liked John. Yes, but now he was dead; killed in an auto wreck. It happened last week-end on the way back from the school dance. Two cars were racing on the highway, the kids laughing and having a whale of a time, and then, in just a flash, it happened. They never found out whose fault it was, but John's parents weren't thinking about that, nor were any of the kids at school. They did see an empty chair in the history class, though, and the tall forward was missing at the basketball game. John is a fictitious student, but he could be real. The accident could be real. The sad throbbing in the hearts of the students could be real.

When you jump into the driving seat and step on the starter, remember that people's lives are in **YOUR** hands.

*The Wacoan*  
Waco High School  
Waco, Texas

*Example 81*

# *Tonight We Dance?*

Should we have night dances after football games?

## YES

Among the various gripes heard at John Adams is the one about dances after football games. Here's the way it's usually put, "We never have night dances."

The football games are usually finished by 9:30 p.m. There is nothing to do so some students wander about the streets looking for excitement. Quite often they find trouble instead. A dance at school would provide these people with healthy recreation.

Spirit for football at Adams has dropped to a very low point, judging by our recent rally. The students certainly need something to perk them up. Maybe dances after games would help.

Social life at Adams is absolutely nil. We have only one social event open to the whole school. These events would offer the students chances to get together as one student body. They would give Rebels chances to get acquainted with each other in a place other than the classroom. This would build up over-all school spirit tremendously.

If we had more dances, students would make it a habit to attend.

## NO

Adams football games attract all sorts of characters, some of them not very desirable. That's one of the reasons why there are always policemen on the field. Undoubtedly, these students would love to come to our dance, but who wants them? If we did not have police help it's very likely that riots would be common.

Every semester the Student Council sponsors one night social event which is open to the whole school. Last spring it was a May dance. It took quite a bit of money and weeks of planning to put on this dance. Approximately 250 people attended this affair! How many people would attend if we had these dances every week? Who in the school would be willing to plan them?

According to the rules of the Board of Education, every Cleveland Public School must be closed by 11 p.m. If the games were finished by 9:30 p.m. there would be one and one half hours until the school closed. Allowing at least 15 minutes to get out of the stands and into the school, there isn't much time left for dancing.

*John Adams Journal*  
John Adams High School  
Cleveland, Ohio

*Examples 82-83*

## Sit One Out

And we don't mean to smooch. It's gotten so them as is asked to act as chaperons for the dances round about town develop severe cases of unpkjhfdsn rather than suffer through the evenings just twidling their thumbs and watching the younger set cavort on the floor. It really isn't much in the way of entertainment to crouch in a corner for hours on end . . . you wouldn't like it. And, believe it or not, chaperons are human. Or at least semi-. So after you buy your coke, why

not wander over to the adults at the party, and talk a while? Or you could do your bit during your un-favorite dance. Or you might ASK for a dance. You don't have to stick to school affairs with teachers, y'know. Surprising the way they can chat about topics having no relation at all to math, science, language or history. Given a chance, a chaperon can be a lot of fun. You won't begrudge a few minutes spent in "helloing" them, and it's a friendly, right sort of thing to do. Honest, it won't be nearly as hard to get chaper-

ons if you treat them as tho' you knew they were there, and appreciated their coming. The happier we make 'em, better off we'll be. How for it?—be seeing you in the chaperon's corner!

Taken from *The Dodger*, Dodge City, Kansas, High School, which ran it as Guest Editorial from the *Echo*, Oneonta, New York, High School.

*Example 84*

**IS ONE GUILTY** to want to show that he has spirit? The proper kind of spirit that supports a school, that carries it to greater glories—the spirit that oftentimes wins a doubtful game.

Such spirit the students of GJHS want to show. They want to have right pep rallies, bonfires, football parades, and snake walks. But there are some—teachers and students—who disapprove of any show of pep or emotion, who fear that students cannot help but be rowdy, that they will break windows and do other acts of vandalism.

Give the students a chance. Let them have their rallies, their snake walks, their bonfires. Let them prove themselves. Then if their conduct is wrong, end such rallies for good. If good let these shows of pep be regular occurrences.

Only give the students a chance!!

*The Orange and Black*  
Grand Junction High School  
Grand Junction, Colorado

*Example 85*

## Thanks . . . But Couldn't We Have More Time?

The lunchroom is a heavenly haven to the empty stomachs of the three and a half thousand students at Withrow. Although these students must be fed within an hour and a half, Miss Hazel Fulriede and her staff of nearly a hundred workers have perfected a system to accomplish this task.

The routine is carried out as a smoothly running machine, and however effortless it may appear on the surface, there is actually a great amount of planning and provision put into the scheme of things. The cooks work continually from 7:30 a. m. until 4:30 p. m. in order to plan the menu, prepare it, serve it, and clean up the remains in the kitchen.

Not to tear down the fine work already done, we believe that it would be an asset to the lunch-calling system if the rooms were not summoned until the end of the lunch-line had moved up to the first table toward the back of the room, instead of extending the line into the outer hall. This plan would thus give the students a longer time in which to actually eat, in contrast to spending from ten to fifteen minutes waiting in line; and it would also tend to break up the congestion around the lunchroom itself.

The students should note the thoughtfulness the staff has displayed in planning special holiday meals, such as turkey for Thanksgiving, along with mince-meat pie.

From us, the student body, to you, the lunchroom staff, goes a sincere "thank you" for making Withrow even more completely our "second home" by adding the skilled touch of good, wholesome home-cooking.

*Withrow Tower News*  
Withrow High School  
Cincinnati, Ohio

*Example 86*

# Scholarship Controversy Arouses Different Opinions

Pro

Con

Brain... grind... bookworm. Teenagers' use of these words to describe classmates with high marks indicates a lack of respect for scholarship. The fact that only 33 Redfordites out of a possible 2700 received H-Y scholarship awards strengthens the argument that there is little concentration on academic achievement at Redford.

Students who hold mediocre scholastic averages often claim that they are "better rounded" than National Honor Society members and honor graduates. These students have the mistaken idea that those who get high marks are invariably dull and unsocial. However, a check of yearbooks from the past two years shows that Redfordites who held the most prominent positions in their classes were also leading their classes academically. Over two thirds of the class officers and club presidents were NHS members and graduated with honors.

Why is there so little interest in classroom accomplishments in high school? Perhaps high school students do not realize the necessity of a good sound academic record for college admission and job opportunities. They do not recognize that high scholarship indicates not only knowledge, dependability, and willingness to work, but an ability to take advantage of opportunity.

As a whole, Redford students devote a sufficient amount of time to their schoolwork, as shown by the number who win scholarships and national awards.

Since an athlete's participation in his chosen sport depends somewhat on his marks, would he be sensible to spend all his extra time at practice?

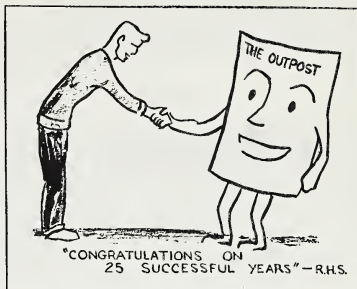
No, the wise student who is really interested in his after-hours activities will keep up in his homework.

As for the many clubs at Redford, nearly every one has a parallel in the classroom, such as the language club, literature and music clubs, and athletic associations. (Many clubs or musical activities furnish relaxation for both teachers and students.)

This connection between curricular and extra-curricular projects helps to maintain an academic aspect in all school functions.

During the course of the school year there are many contests for the student to enter if he chooses. In both local and national competition, Redford students have done notably well in winning top honors.

Is there a lack of interest in academic studies? A review of the accomplishments of Redford students should indicate a definite negative. Our students are well aware and proud of their academic interests.



## OUTPOST Silver Anniversary Brings Important Events to Mind

Throughout the past 25 years, the pages of THE OUTPOST have mirrored and preserved an image of Redford. This silver anniversary seems an excellent occasion to review these pages.

On September 19, 1928, the first four-page issue of THE OUTPOST was circulated. That year and during the next two years, OUTPOST stories told of Redford's champion debate team. Redford organized its Student Council in 1929, the senior class forsook Charles Koestis won the Michigan High School Golf Championship.

Since its beginning, THE OUTPOST had reviewed the semiannual Redford variety program, "Spotlite," "Spotlite" presented the Minstrel Show as part of the 1930 program.

Five years later the "spotlight" additions, which are still a part of Redford, were added.

Frank Heinig, football coach, joined the Redford staff in 1934, bringing the

ing spring, Redford's semi-annual contests began. Incidentally, that year THE OUTPOST interviewed Mikhail H. Morikine, Russian ballet master.

Redford was changing physically, too. The east addition had been recently completed. In the new lunchroom, 12c hot lunches were available to all students.

Six-page 1940 OUTPOST recorded an enrollment of 3,385 and news that Redford's Philip Richey was the only cadet brigadier general in the United States ROTC. One year later, Mr. William Stocking became Redford principal. Redford founded its Alumni organization, and THE OUTPOST interviewed Detroit's Mayor Jeffries.

Redford's second, middle, addition began in 1945.

Two other important years at Redford are 1947 and 1948. During that period, Edward Griffin, sophomore, won the National Intercollegiate Oratorical Contest, the football team won the West-Side Championship, and a student, Thomas Boucher wrote the Redford school song.

## Cooperation Fosters Good Relations with Teachers

Students coming to Redford this fall may get a bad impression of teachers right from the start. Very often freshmen get the idea that teachers are angry.

"Say, that teacher never cracks a smile," or "What a lot of homework," are common expressions of Redfordites. Many of the students never stop to think that teachers are

human too.

Many times older students pass their own impressions down to new students about teachers. This makes the students' ideas of the teachers better than they even have them.

Students should try to talk difficulties over with their teachers. Although many students do not realize it, teachers like to do this. Thus, they learn more about the particular individual and his problems.

Teachers are often accused of giving too much homework. Students should remember that each teacher must usually cover a specific amount of material and is not just being mean.

Better student-teacher relations will result if students try to remember that teachers are human too.

## Sports Events Demand Good Spectator Conduct

Spectators at high school events are often guilty of bad conduct. Football games especially offer the greatest displays.

*The Outpost*  
Redford High School  
Detroit, Michigan

### Example 87

In carrying out their editorial purposes, school newspapers draw upon typography, pictures, and make-up, as well as upon words. Example 87 shows the top of an editorial page that takes advantage of all these. The page features the significance of the twenty-fifth anniversary of the paper, in story and picture, but balances it with an editorial on the ever timely subject of interest and effort in school studies.

**4. Editorial of tribute, appreciation, or commendation.** This editorial lauds somebody for worthy action, expresses appreciation for something, or acts as a tribute to the deceased. Here is what each of the examples of it that follow does: congratulates the cast for a successful play (Example 88), credits right action as the reason for the school's standing (Example 89), credits those who have made the festival a success (Example 90), gives thanks to the spirit of Christmas (Example 91), pays tribute to the deceased (Examples 92 and 93), and takes advantage of the state's birthday to show loyalty (Example 94).

## *A Job Well Done*

Congratulations to the cast of "Lawyer Lincoln"! It was a fine performance, and, needless to say, it was thoroughly enjoyed. Kenny Kvaal put on a splendid performance in the role of Nate. His actions were restrained and in keeping with the part. Joan Shaller acted out her part as Keenie well also. Her expression was especially good.

"Lawyer Lincoln" put his part across well. His lines were difficult, and the meaning would have been lost had he not expressed it in the right way. The mother of Nate, played by Peggy Luck, introduced the play well.

Other members of the cast, Dolores Driscoll, Bergliot Emilson, Beverly Johnson, Paul Pearson and Harold Abelson, played their parts well. It was a fine production, indeed!

*The Courier*

Johnson High School  
St. Paul, Minnesota

*Example 88*

## **A JOB WELL DONE..**

● Once again, after a dormant period of five long war years, the Wenatchee Apple Blossom Festival has been revived. A great deal of appreciation and credit should be given to the many students and faculty members who have cooperated wholeheartedly with the community in an effort to make this festival the biggest and best we have ever had.

The pageant, one of the most outstanding features of the gala affair, is almost entirely a student production. Art students, under the expert supervision of Mrs. Duncan, have worked hard designing and working on the stage set. Miss Chapman and Miss Decker burned the midnight oil on more than one occasion so that the costumes for the program tomorrow will be ready for the large cast.

Stiff muscles and sore feet are the result of intensive rehearsals by student dancers under the direction of Mrs. Todd and Miss McKay. Mrs. Clark, Miss Gwinn, and Mr. Bower have prepared a musical pageantry that is to be

## **Henry Is the Best By Your Actions**

STUDENTS at Henry take pride in their school spirit, their band, and football team. A lusty yell at a game signifies loyalty and esteem for the school as well as the team.

It's the best—that's what we all seek in and out of school. Students can be sure that Patrick Henry is the best by participating in activities, cooperating with each other, keeping Henry tops in the public eye in and out of school.

Student conduct at games has helped to do that just as much as the team's actions and victories on the field. Conduct at school—in the lunchroom, halls, and classes—keeps the school tops at home.

With school spirit goes pride and interest in being a part of a good school. Actions speak louder than a lusty yell. Your orderliness, cleanliness, consideration, cooperation in and around school reveals your school spirit, pride, and interest in Patrick Henry.

*The Patriot*

Patrick Henry High School  
Minneapolis, Minnesota

*Example 89*

an outstanding and vital part of the whole program. And more than just honorable mention should be presented to Miss Brown, who has written and generally directed the entire pageant. Her ingenuity and originality will be remembered by spectators and students alike.

When the trumpets blow tomorrow afternoon, Wenatchee High and the community as a whole will view a spectacle it may be proud of for a long, long time to come.

*The Apple Leaf*

Wenatchee High School  
Wenatchee, Washington

*Example 90*



# Echo Staff Thanks Santa For Christmas Blessings

Dear Santa:

Somehow this year it doesn't seem quite fair to write you a letter asking something for ourselves. Rather, we should like to write a letter of thanks to you, for we have so many wonderful blessings this Christmas.

The Christmas songs, as sung and played by our glee club and orchestra, the beautifully decorated windows and Christmas tree in our auditorium—these are just a few of the things that show our happy holiday spirit at BHS.

Thank you for the peace we find

when attending church among our friends and neighbors to celebrate the wonderful birth of Christ.

The joy we received from making other people happy through our CARE packages to the less fortunate in foreign lands has taught us the true spirit of Christmas—the spirit of giving to make others happy.

But Santa, may we ask one little favor? Will you make this the very merriest Christmas for everyone?

For this incomparable gift we are—

Eternally grateful,

The **Echo Staff**

Bridgeton High School  
Bridgeton, New Jersey

*Example 91*

## To Our Friend and Teacher, Mr. Dewey

IT WAS A SIGHT, Elmer, the way you'd walk down the hall with that old bear coat hanging down to your ankles, and carrying that old beat-up brown felt. It was absolutely "scandalous" the way you talked at times, but we loved it, and envied the way you got away with it. It was impossible for you to teach just commercial—you just couldn't help giving an informal education that the books didn't go into. Why, who ever heard of discussing juvenile delinquency in a bookkeeping class?

There was another side of you, too,—the side that was so generous, so encouraging, so good. You always knew the answer to our problems; you always told us we could do something if we had just a little faith in ourselves; you always had time to do nothing but talk, if that's what we felt like doing.

School wouldn't have been school without you in 216 and your unusual sense of humor and your unending supply of nicknames, and—well, just your being here.

We'll miss you, Elmer.

*East Highlights*  
East High School  
Rockford, Illinois

*Example 92*

# "Now cometh rest"

To only a few people in this world of ours is given the privilege of leaving an indelible mark upon the persons with whom they come in contact during their life's journey here. Miss Margaret Yerasavich was one of these blessed ones. Although she spent only a little more than one year at Bloom, the friendships she made here will endure forever.

Miss Yerasavich took a personal interest in the hopes and ambitions and failures of each one of her many students and did everything she could do to help and encourage those who would accept her assistance. No problem was too trivial for her attention, no disappointment too unimportant for her sympathy.

In all her dealings with other people, in all matters large or small, Miss Yerasavich was scrupulously careful to remain just and open-minded and unprejudiced. She tried never to cause another person any trouble or inconvenience. For these ideals we remember her.

Her untimely death and the knowledge that her work on earth is done left us all momentarily grief-stricken; but now that our first shock is over, those of us who knew and loved Miss Yerasavich are comforted by this thought:

"Life's race well run,  
Life's work well done,  
Life's victory won,  
Now cometh rest."

—by Wilma North

*The Broadcaster*  
Bloom Township High School  
Chicago Heights, Illinois

*Example 93*

## Oregon Birthday Observed

By Wallace Niemala

Here it is February again, one of the shortest but one of the most important months to everyone living in Oregon. Why? Well, because of February 14. "Oh!" you say, "Valentine's Day." Guess again. Perhaps mentioning the "1859" will help.

On February 14, 1859, Oregon with a population of about 53,000 people was admitted into the Union. Originally including all of Washington and Idaho and parts of Montana and Wyoming with an area of 286,541 square miles it was pared down to its present area of 96,981 square miles.

Since that date it has in 88 years increased its population, according to the 1940 census, to 1,089,984 giving it the rank of 34th most populated state. It is still far from being, using a well worn term, too full to turn around in. It has but 11 people to the square mile compared with the national average of 44. Ranking ninth in size in the Union it has a coastline of 300 miles—exclusive of indentations. Yes, sir, no state to be ashamed of.

So remember now, the next time anyone asks you, "What important thing comes on February 14?" to answer, Oregon's birthday and, oh yes, Valentine's day.

———AHS———

*The Astor Post*  
Astoria High School  
Astoria, Oregon

*Example 94*

**5. Editorial of entertainment.** At times there appears in the editorial column a light note that denotes the touch of one who appreciates the fact that variety is the spice of life. Written in a light vein, this editorial has as a purpose little more than to entertain its reader. So busy are student editors working for the betterment of the school, seldom do they take time out to use the editorial column to laugh or chuckle at the serious everyday incidents about them—as did so effectively the writers of Examples 95 and 96.

### **New Year's Resolutions— The National Pastime**

With this editorial we open up America's greatest annual pastime, the pastime which is the butt of all jokes and the joke of all wits (and half-wits), the pastime which as far back as man can remember has occurred every year when the winds of December usher in the winds of January and people have an uncanny habit of slipping on the ice, the pastime known as New Year's Resolutions, which is even in name a glaring falsity, for when the New Year has come, it is no longer a New Year but an Old Year, and how can one keep New Year's Resolutions in an Old Year?

Participating in this pastime is every able-bodied (and mentally disabled) living American man, woman, and child, of which group six-sixths plan to make resolutions, four-fifths do make them (in their heads), one-half honestly believe that they will keep them, three-eighths write them down on paper, three-eighths lose the paper, one-fourth have a vague remembrance of New Year's Resolutions on the morning of January fourth (which, to strike a pessimistic note, is when we return to school), and one one-hundred-and-twenty-eighth (count them) actually keep one resolution till the first breath of spring has reopened the head cold season.

And we, being able-bodied living Americans, hereby resolve to write no more vacuous editorials such as this (since we know that no one reads them anyway).

*The Central Student*  
Central High School  
Detroit, Michigan

*Example 95*

### **Which Do You Scrutinize— Looks or Books?**

*Compacts, lipsticks, occasionally books,  
Mirrors come forth—got to see how she looks;  
She dreams about boy friends, a new dress  
for fall.  
Believe it or not; she's in study hall.*

A bell; a rush; a clamor for the right seats; and she's finally there. Another bell; quiet; she sinks down in her seat. Her gaze wanders to the world outside. She thinks of the freedom beyond that wall. The sharp clang of the desk bell brings her to her senses and two piercing eyes cause her suddenly to seize a book and begin to study with fervor.

Peace comes again. Already five minutes have gone! She must hurry! hurry! if she expects to get anything accomplished before the period ends. She grabs at her compact, pats furiously at the shine on her nose, smears on rouge, and dabs on crimson lipstick. Horrors! her eyebrows are growing out again and she has to meet *him* after school. She squirms about in her seat in an attempt to get the best light and her eyebrows become a thin line.

She likes the effect and practices the look she is to greet him with after school. Then she fits that look into what she would first say. Her heart skips a beat as—heavens, only five minutes more! She takes this time to worry over the test she must “flunk,” to dab at her nose, and to hurry on to the next class totally unprepared because she simply has not had time.

*Girls High Times*  
Girls High School  
Atlanta, Georgia

*Example 96*

**6. Editorial of special occasions.** Thanksgiving, Christmas, Washington's Birthday, the annual Community Fund Drive, and dozens of other significant occasions lend themselves to editorial treatment. In spite of the interpretive nature of many of these pieces, they are generally considered a type to themselves. In the examples that follow are treated Thanksgiving, George Washington, Abraham Lincoln, and Christmas.

## America—Heaven On Earth

It was in the fall of 1621. Fifty-one of the first Americans were gathered together on the lonely shore of Massachusetts. These brave people praised God and gave thanks for their long desired freedom and bountiful harvest.

Thus, the first historic Thanksgiving took place. Governor Bradford of New England had planned the gathering. Four men were sent to hunt turkey, the most plentiful of wild fowl. The Massasoit Indians, who had taught the Pilgrims how to farm in the new country, were invited. The feasting, outdoor sports, singing, and praising of God lasted for three days.

Today, over 130,000,000 Americans have not forgotten those Pilgrims and have set aside next Thursday to give thanks for their many blessings. We have much to be thankful for—a beautiful land of snow-capped mountains, sky-blue lakes, rolling plains and lusty cities. A country where man is born free, with opportunities for success and happiness. This is a land where children live free from want and fear, a haven for the homeless—America—a heaven on earth.

*The Courier*  
Johnson High School  
St. Paul, Minnesota

*Example 97*

## Ideals Forgotten?

Radical! Liberal! Conservative! Reactionary! The nation today seems to be more interested in the label a candidate of office wears than his actual ability.

Was this true of the people of George Washington's time? What would George Washington himself say at the way the leaders are running the nation today?

When George Washington became president of the United States there were no political parties, only a nation working together to prove that democracy would work. Those people strong in the belief that freedom, liberty and equality were undeniable rights gave their lives and fortunes to prove it.

To George Washington it was a chance and a dream come true, for people to choose their leaders and govern themselves, free and equal.

George Washington laid this foundation; let us not ruin it by unintelligent voting, racial prejudice, and the factions that tend to tear down the democratic principles on which this nation is built.

*Franklin High Post*  
Franklin High School  
Portland, Oregon

*Example 98*

## Lincoln—the Man

He wasn't a Caesar, a Roland, a Luther, a Cromwell, nor yet a Washington but just—Abe Lincoln.

That is why (without a crown, a sword, a sermon) we love him as we do. Homely, gaunt, ungainly, yet cheerful, wise, and patient, he lived as "Honest Abe" and died his country's "Savior."

Lincoln didn't build an army nor take a single fort; he joked, he hauled a pig from the mud, but he raised a drooping standard and won a people's heart.

Men write the name of Washington with a silent awe but they tell Lincoln's stories as though he were only a departed friend.

*The San Diego Russ*  
San Diego High School  
San Diego, California

*Example 99*

## Editors Confer—

# Editorials Paint Vivid Pictures

### Is Santa Commercialized?

"Here comes Santa, mommy, but what is he wearing?"

Yes, what is Santa wearing? He's all wrapped up in billboards, ad displays and red tape! "Merry Christmas," says Santa, "buy Smoker cigarettes and elastic gum."

Maybe our parents have something when they talk about the "good old days." At least, in the time of the horse and buggy, people had a clear focus on Christmas and its meaning. At least, families worried about how happy they could be instead of how big a bill they could run up at the local department store.

Tolerance is lost in ugly retorts from tired clerks and wild jabs from a greedy mob in the mad Christmas rush which begins early in November.

Why can't we have Christmases like the one pictured in the twin of this editorial?

Let's remember we can't buy Christmas spirit!  
—M.L.W.

### What Is A Real Holiday?

There are still many people in the world who know and experience the wonderful spirit of the Christmas season. These people paint the picture of the huge cedar tree placed in an imposing position before a window, of the many sparkling and tinkling ornaments which load its limbs, of the bright lights, and yes, of the strings of popcorn criss-crossed about the tree.

The picture would not be complete without stacks of presents piled about the base of the cedar. The gifts are simple, ones that should be given and that should be appreciated. These are not gifts bought because of scintillating window or newspaper displays or because "I must get Johnny a present; he gave me one last year."

Happy people pulling bright ribbons from packages add the finishing touch to the picture.

Isn't a real Christmas peaceful, like this?

—B.C.

*The Holmespun*  
Holmes High School  
Covington, Kentucky

### Example 100

#### Do You Believe in Santa Claus?

*His hands were clasped in front of him, his pug nose was pressed against the window-pane, and his little mouth drooped with a sad, pitiful expression.*

*A blasé society matron, openly annoyed by the shoving, bumping Christmas shoppers, paused to look at the display. She shuddered with distaste at the grimy slovenly dressed little urchin.*

*The boy edged nearer and asked eagerly, "Do you believe in Santa Claus?"*

*The woman turned, hesitated, then suddenly patted the boy's thin shoulder, "Of course I do."*

*Some time later a joyous little boy appeared, almost hidden by his heap of bundles, and ran happily down the street.*

*The woman hurried away and was lost in the surging crowd, but the sweet smile and the far-away expression portrayed happiness, not boredom.—D.K.*

*N. C. Hi Times*  
New Cumberland High School  
New Cumberland, Pennsylvania

### Example 101



**7. Editorial liners.** A liner is a short statement or paragraph treating a general or a specific subject, written in either serious or light vein, and depending upon cleverness or punch to make up for its brevity. These liners are dropped in at the end of editorial columns. At times they are not original but are the sayings of great men. (See the examples below.)

---

That offside penalty—The penalty for being offside in a football game is only the loss of five yards. The penalty of being offside crossing a street may be the loss of your life or a serious injury. Pedestrians who cross against the signal or in the middle of the block without watching traffic are not playing according to rules.

---

*Poly Spotlight*  
Riverside High School  
Riverside, California

*Example 102*

## **Guest Editorials**

1—"Dost thou love life? Then do not squander time, for that is the stuff life is made of."

2—"Little strokes fell great oaks."

3—"Vessels large may venture more, but little boats should keep near the shore."

4—"It is hard for an empty sack to stand upright."

5—"Experience keeps a dear school, but fools will learn in no other."

6—"A man may, if he knows not how to save, keep his nose to the grindstone."

7—"There was never a good war nor a bad peace."

—Benjamin Franklin.  
Born Jan. 7, 1706.

*Hi Gasher*  
El Dorado High School  
El Dorado, Arkansas

*Example 103*

**SPEAKING** in behalf of underprivileged children who often cause less concern than a mistreated animal, Judge Gilliam related, "The parents of a neglected waif purchased a thoroughbred piglet at a sale and took it home. That night, when the baby began to cry, the mother asked the father to go quiet it; she was too tired. The father replied that the baby would soon stop yowling and then went back to sleep. Then the pig began to squeal and the man leaped out of bed, jerked on his overalls, and ran to its aid. The only difference between the baby and the pig was that the pig had a thoroughbred for a father."

*The Orange and Black*  
Grand Junction High School  
Grand Junction, Colorado

*Example 104*

## **EDITORIAL SHORTS**

During this football season many are finding that nature in the rah is seldom mild.

Laughing gas has proved very useful when one is suffering great pain. Why don't they pass it out at report-card time?

Norman Bel Geddes predicts that in 1960 highways will be bordered by four-foot fences designed to direct runaways cars back into the road. That will relieve the back-seat driver of one responsibility.

"Home Ec Club Installs Cannon"—*High Times* headline. And we thought the way to a man's heart was through his stomach.

*Girls High Times*  
Girls High School  
Atlanta, Georgia

*Example 105*

**Whose opinion?** This moral purpose behind the editorial often leads the high-school writer astray, and he loses his reader by preaching forcefully and earnestly for some cause such as better hall order. He must remember that he speaks for his paper, his paper for the student body. Naturally, the emphasis in editorial writing must be away from personal opinion toward group opinion, away from convincing toward explaining. Let the writer begin with the reader's interests and write for the average student.

Case: the school paper's platform pledges support to the student government organization. The student council has passed some strict hall-traffic regulations that displease 75 per cent of the student body. The school paper cannot ignore the case in its editorial columns, but before speaking must carefully consider the whole-school situation. The editorial writer can best reserve personal opinion and build his case on facts free from exaggeration and feeling. Facts are always more convincing than dictatorial and opinionated statements. The high-school student of today reserves the right to think for himself. Chapter 29 treats in detail group opinion as it functions through such techniques as editorial campaigns and platforms.

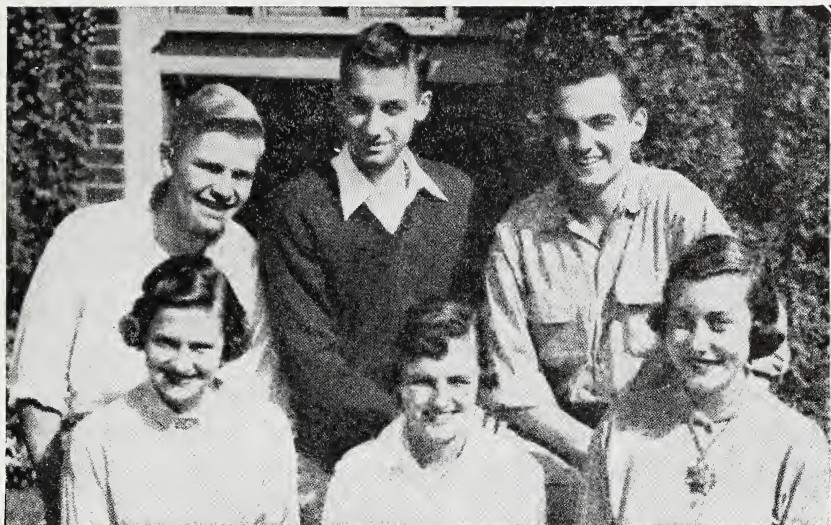
**Are editorials read?** That is a question which doubting editors of dailies have been asking for years. It is important that school editors ponder it awhile. Fairly accurate interview-surveys have revealed that one out of every five readers of the daily paper reads at least one editorial.

As small as the school paper is, compared with the daily, and as vital a part of school life as it is, if its editorials are not read they evidently do not merit reading. Editorials must touch school life, as well as the other existent interests of the student, and must be interesting as well as thought-provoking.

The school editor will perhaps pick out of the many events of the week two that most deserve editorial comment. Between these editorials he can well publish an entertaining or lighter editorial that may also have grown out of a news event. No two of these three will be written by the same staff member, and the total wordage of the three will not exceed 750. It must be an exceptionally fine editorial to run above 300 words.

Following these three editorials might well come three or four editorial liners. A *liner* is a statement or a very short paragraph that gives a witty turn to a timely news item. The reader should catch the whole idea at a glance. Liners are very popular with the daily papers, and their success depends upon finding the clever author. School papers have not used the liner to any great extent.

Journalism has long since banned the use of the first person, and even the editorial *we* (to mean the newspaper) is not considered too good. Editorials,



Photographs help the editorial page also. This picture of six top editors of the Shaker Heights, Ohio, high school paper, *The Shakerite*, appeared with an editorial appeal for news suggestions from the readers.

*Example 106*

as news stories, should be written in the third person. But at times the *we* approach is justified.

It is to be remembered that the editorial writer determines the length of his editorial by its reader-holding power. He writes with his reader on his right, the newspaper's policy on his left.

## WORK SHEET NUMBER 8

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*Step 1:* Read Chapter 8 on "The Editorial" and consult other references.

*Step 2:* Each member of the class should list on a slip of paper the news topic that he thinks is of most general interest to the school this week. These should be collected and tabulated. Let the topic commonly agreed upon be the subject of a 200-word editorial. Determine individually which type editorial of the first six treated in the chapter you care to write. Be able to show that you have followed the characteristics of that type.

*Step 3:* Clip from the daily paper an example of each of the seven types of editorials that you have studied in this chapter. Mount them and engage in a class discussion about their classification.

*Step 4:* Of all the examples used in this chapter, how many make use of the *editorial we*? In each case make a statement telling if it was justified or if third person should have been used instead.

*Step 5:* Study a set of school newspapers and as a class determine the ranking of the seven types as to popularity as far as frequency of use is concerned.

*Step 6:* Write a 150-word editorial of occasion, using as your topic the holiday most near.

*Step 7:* Select three of the editorials that you have clipped from the daily papers, and break each down into its major parts as was done with the first two examples in this chapter.

*Step 8:* Study the editorials that appear in your own school paper and judge their quality. What will you use as a scale for judgment?

*Step 9:* Write an editorial of interpretation, treating a school club or some other extra-curricular activity about which you know quite a bit.

*Step 10:* Study the entire editorial page of daily newspapers and school newspapers, and list the other types of material that appear there in addition to editorials.

### ***Additional Activities***

*A. Group activity.* Conduct an organized survey to determine how widely editorials in your school paper are read by the students in your school. *Suggestions:*

1. List all of the editorials which appeared in the last issue of your school paper. In addition to the title list one sentence that will suggest each editorial to the student if he has read it.

2. Have these mimeographed so that a poll may be taken to see how many students have read each editorial. This may be done in your journalism class alone or in several classes or homerooms. If only one class is used, perhaps a show of hands will be as effective as the mimeographed questionnaire. Another alternative is to use the personal interview with each member of the committee interviewing a certain number of students at random and recording the facts.

3. When it is learned that students did not read certain editorials, find out why.

4. Tabulate the findings of the various members of the committee.

5. Make an organized report to the class and suggest ways in which school-paper editorials may be made to have a wider appeal to the student body in your school.

*B. Group activity.* As a committee, select from the editorials written by members of the class in Step 9 six or eight which you believe to be the best. Have these editorials read to the class, keeping the identity of the writers unknown. Have each member of the class rank the editorials by calling the one he likes best number one, next best number two, and so on. It is well to have ballots already prepared for the purpose. Collect the ballots and add the rank given to each editorial by each person. Thus the editorial receiving the smallest total is judged best by the class. The one having the greatest total is judged the poorest. In reporting its findings to the class, the committee should point out reasons why certain editorials were judged as being good while others were ranked lower.



## 9. Covering the School's Athletic Events

### SPORTS STORIES

PRACTICALLY every high-school newspaper devotes one full page to athletics, so important are these activities to the life of the school. That page is usually the fourth in a four-page paper. Treating the sports story means considering the entire page, so many types of writing appear there, and so careful must be their balance in getting across to the reader the total account to be made. Although the sports page is not always so completely tied into a single impression, Example 107 shows this close relationship that at times is achieved in setting up a sports page.

**Types of sports stories.** The common types of stories to be found on the sports page are these: (1) coverage, (2) advance, (3) sports column, (4) feature story, (5) review of a season, and occasionally (6) an editorial treating some pressing condition concerning athletics.

Now and then athletics receive front page attention, but not often. The front page reproduced in Example 108 indicates one of those cases when the student editor just knew that the significance of the sports news at hand had outgrown the sports page itself. In another instance, in an early October issue, an editor felt that a four-column photograph depicting the opening of the football season deserved attention on page one of his seven-column paper. (See Example 283).

**Sports writing in general.** Sports reporting demands (1) a knowledge of the sport, (2) a good journalistic sense, (3) an enthusiasm for athletics, (4) a knowledge of the sports fan, and (5) the ability to put one's knowledge down on paper in a spirited manner.

Any newswriter writes for his reader, but the sports writer does it more so. This fan is a funny fellow. He sits in the bleachers figuring out the next play and even managing the team to his own satisfaction. Just as he feels free to criticize the substitution made by the coach or the decision made by the umpire, he is a critical reader of the stuff written about that game. Poor reporting is detected in this field more quickly than in any other.



# West Places 4, Orange 3, On Stars

End Tackle Guard



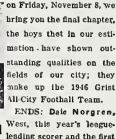
Norgren Landstrom Blumenthal

**TACKLES:** Don Landstrom, Washburn. "Moose" was one of the mainstays of the Miller line, breaking up plays and holding his position like a moose. He wasn't mentioned as much as he should have been during the season, but his consistency rated him a place on the All-City team. Jim Reed, West, only a junior, but a fast and rugged tackle with lots of drive. He always seemed to be in there to break up the plays.

**GUARDS:** Dick Wheaton, Washburn. He held down his position like it was a stone wall, with very little opposition getting through. He was marvelous on offense, paving the way to many Orange TD's, with superb blocking. Dick Blumenthal, West, fills in the other guard spot. He was one of the fastest guys in the city, moving downfield to free tackles and blocks.

**CENTER:** Don Reshetar, West, turned in a fine season with the Tigers, acting as co-captain, and did

With the 1946 football season brought to a close on Friday, November 8, we bring you the final chapter, the boys that in our estimation have shown outstanding qualities on the fields of our city; they make up the 1946 Grist All-City Football Team.



Reshetar

lineout to achieve that fame, with 44 points. He was an outstanding pass receiver from the hands of Quarterback Bob McCroney. Buzzy Jerry led the Tommies to many touchdowns by hauling down passes. It was also his sure foot that put the ball through the uprights for their points after touchdowns.

Guard Tackle End



Wheaton Reed Mitchell

a lineup job on pass defense.

**BACKS:** Bob McCroney, West, one of the greatest quarterbacks seen in high school football in a long time. It was Bob that threw all of those passes to Norgren for many of the West scores. "Tooty" Glenken, Roosevelt, member of the Teds' '45 championship team. He was a shifty halfback, gaining many yards for the Teds' Wally Noels. Washburn, one of the trickiest runners in the city and a great ground caller for the Orange. Also a perfect passer to the hands of Dick Critchton and John Reinertsen. Red Adamski, Henry. The co-captain of the Pats, working from the tailback position, made people look up and take notice of Henry, after they were stated as being just another team in previous days.

All in all, these are the outstanding boys in the league this year, and we'll probably hear more about them, as they enter colleges and universities throughout the nation to continue their football careers.



McCroney Noels Bjerken Adamski

## Orange Have Best Year; End In 2nd

### West Wins

#### TC Title 28-13

Dale Norgren's pass grabbing from Bob McCroney put West out ahead just enough to send the All-City championship last Monday at Memorial Stadium, to the tune of 28-13.

Most of the work in the first half was done by Harding, which scored early in the second quarter after taking over on the 11, where West had punted out of bounds. Harding picked up five first downs in the march to the Cowboys' goal line, which ended when fullback Bob Weyer plunged over from the two. Try for the extra point by running was stopped short.

West did up the score when Harding fumbled on its own 29 and Jim Golt recovered. Two plays later McCroney passed to Norgren in the end zone; McCroney's kick was good and West went out ahead, 7-6.

At the start of the third quarter West was heading for another TD, but was stopped short on the one-yard line. Harding then punted out to the West 45, and a clipping punter put the ball on the 28; but this didn't stop West, and after six plays had picked up 11 yards. Again it was Norgren who took it off the hands of McCroney for the second one. McCroney made it 14-6.

Jerry Schurber, the 120-pound quarterback of Harding, put quite a scare into the West team by running down the sidelines for yards and a touchdown. He also kicked the extra point and the gap was narrowed to 14-13.

But the might of West won out after all, and the Cowboys scored twice more, one on a pass from McCroney to Don Carlson, a single after by Puffy Holmes kicking his way over from the four. McCroney made his fourth conversion in a row, to finish it 28-13.

4 Washburn Grist

### SECOND ALL-CITY TEAM

Name	Pos.	Weight	Year	School
Dick Crichton ..	E	175	Jr.	Washburn
Jerry Ekberg...	T	205	Sr.	Marshall
Dean Regal....	G	174	Sr.	Edison
Wayne Robinson	C	205	Jr.	North
Marv Donley...	G	170	Sr.	Marshall
Stav Canaries...	T	202	Jr.	Southwest
Joe Hendrickson	E	175	Sr.	North
Jack Preston...	B	145	Sr.	South
Jim Glenn.....	B	152	Sr.	Central
Art Davis.....	B	165	Sr.	Washburn
Tom Preston...	B	165	Sr.	South

## WASHBOARD

Congratulations are in order for Wally Noels, who was placed on the Times all-city team. Wally was well known throughout the city for his hard running, passing, and kicking; he has now made all-city teams in three major sports — hockey, football, and baseball. Don "Moose" Landstrom earned a berth on the Star all-city team. "Moose" played very fine ball all season, both defensively and offensively. Also placed on the honorable mention teams were Art Davis, Dick Wheaton, Joe Anderson, and Dick Crichton, who made second string for the Times. We can't overlook the fact that Art Davis was the sixth highest scorer in the league. Art hit pay dirt for thirty points during the season.

The football season is now officially over, and Washburn finished in second place. This was the finest record in the history of the school. Only thirty-one points were scored against the Orange machine this fall to give us the best defensive record in the city. Only twelve of those points were scored through our line. This certainly shows that we had one of the, if not the, finest lines in the city league.

While hashing over the basketball situation with Captain Jack Marton, I found that Washburn's chances won't be as gloomy as predicted if the bucketeers manage to get by Central. The first chance to see the team in action will be against St. Thomas in a practice game. As far as the winning of the title goes, Jack says it is too early to tell. However, he thinks North has been greatly under-rated. He also says Central, Edison, and Marshall will be plenty tough to beat.

By TED.

## Dump South, 14-6, to End Year With 5 Wins, 1 Loss and 1 Tie

By Bill Solverson

Washburn 7, West 13

Under the lights at Nicollet in the second quarter, the Edison-men faced a lightly-touted West squad and lost 13-7. Going into the final quarter with a 4-point advantage, the Millers watched the Green Wave completely change the complexion of things.

Largely due to McCroney's rifle arm, West concluded a 73-yard march when Goyens acquired right tackle for eight yards and a score. Dale Norgren converted to tie it up, 7-7. It was this same Norgren who, with only a few seconds remaining in the game, snared a McCroney pass on the one-yard line and pivoted over for the deciding touchdown. Washburn's only score came midway in the initial period on a pass from Noels to Crichton.

Washburn 6, Edison 6

Edison invaded McCroney's field for our second prep start, and this uninteresting tie ended in a disappointing 6-6 deadlock. The Toms scored their lone marker in the first quarter when Richards flipped an aerial to all-city end Jerry Mitchell. The Orange retaliated late in the second period when a march, inaugurated by a recovered Tomlin fumble, was concluded when Davis swept around left end for the tying tally.

Washburn 6, Roosevelt 0

It wasn't until the third set of palprings was played that Washburn could drink the Juice of victory. After three almost dead-end quarters, Joe Anderson took a reverse from Marton and scored from the 22-yard strip to give the Tommies a 6-0 victory over a surprising Tedd eleven. Again, as usual, it was Wheaton, along with Landstrom, who led the forward wall, with Noels carrying the brunt of the backfield misnomers.

Washburn 14, Henry 6

Favored Washburn's scoring hot touchdowns in the first period, fought stubbornly to hamstring the Pats' second-half thrust and as a result, emerged the victor, 14-6. This game was highlighted by Washburn's first game ceremonies

and by the execution of numerous spectacular plays by both sides. The first-quarter entry by team with their only hopes of victory planned on their tricky "T" offense, but only a few yards were quickly converted into scores, were just too much for the small but game boys from Henry.

After a bye, Washburn journeyed to Southwest and took part in their boys' homecoming and field dedication ceremonies. They also took part in a football game which they dominated from start to finish. The Orange and Blue scored in every period on three passes and a line back to scold the Indians, 26-0.

As the home game with Marshall entered the final quarter in a scoreless dead end, a subsequent unimpressive pass, it appeared as though another tie would hemlock our record. But after repeated attempts to score, which were mutually succeeded by punties, Washburn prevailed in pushing past the winning TD. Via a last-second punt from Noels to end John Reinertsen.

Washburn 14, South 6

The Tiger was on the prowl again, but for the second straight time it had its fangs pulled and its claws clipped when Washburn downed the spiritless Southsiders, 14-6.

South scored first when Jim Tomlinson ruced 36 yards on an off-tackle reverse to the Orange 7-yard line. Tom Preston built his way to the four from where Butler advanced to the 6 1/2-line. On the next play Jack Preston scored on an off-tackle plunge. When South added off after its score, an Orange back tumbled the ball, but a little opportunist by the name of Dan Hancy picked it up, and ruced 75 yards down the middle of the field to score. The extra point pass to Davis was good as the Millers led, 7-6. The other tally was made by Hancy, who received a beautiful pass in the end zone off the arm of Andy Hansen. As it was Davis who figured in the scoring as he booked a perfect placement to conclude all scoring.

Thursday, November 21, 1946

Washburn Grist  
Washburn High School  
Minneapolis, Minnesota

# THE POINTER

Vol. 15, No. 6

Point Loma High School

Dec. 6, 1946

FIRST CLASS HONOR RATING

INTERNATIONAL FIRST PLACE AWARD

## POINTS TRIUMPH!

### ASB Christmas Ball Organized

In order to assure a successful ASB Christmas Ball, the commission approved plans for a pre-sale of tickets beginning November 23. Patricia Allen, commissioner of general affairs stated, "We needed \$150 and the support of the entire student body to put over a smooth Ball, and we got that support."

**Social Committee Arranging**  
Arrangements are being made by chairman Lee Teacher, and the following members of the ASB Social Committee: Claudia Stevenson, Barbara Furan, Peggy O'Neal, Jean Winsler, Dick Clark, Stanley Jones, and Dick Drummet. Lee said, "We have lined up the Thursday Club and are planning to have a fine band since we now have the support of at least 100 couples."

**Set for Friday Night**  
The Ball is set for Friday, December 13, from 8 to 11 p.m. Tickets can be purchased for \$1.50 a couple from any homeroom representative. "We're happy that the student body has supported the Ball and we promise a gay time for all," announced Dick Rye, member of the Student Finance Committee and financial director of the Ball.

The commission is using the response to this dance as a basis for judging the popularity of this type of school affair.

### Gridsters Win Metro Title For Fifth Time

By Dick Clark

Under the guiding eyes of coaches Don Giddings and Don Clarkson, the Loman portkide aggregation has for the fifth time brought the Metro League title home. Having gotten off to a not-too-spectacular start, the Warriors fought their way uphill through eight games to finally become undisputed possessors of the crown.

Point Loma is the only team that had won four times in succession. Due to the war the Metropolitan League was disbanded for a single city league which included San Diego and Hoover and eliminated the distant Oceaside and Escondido teams.

In 1937 a great team sparked by such players as George Abel, Jack Kelley, and Jack Tierney won the crown for the second successive time, the first being in 1936. This team was unbeaten and untied in all of their contests and these three players were chosen for tackle, center and fullback respectively on the All-Metro team of that time.

The next year a loss to a powerful La Jolla squad marred the Pointers' record when they tied for first place in the league with the Vikings. This was made up for by a perfect season in 1939. During those two years six Lomans made the All-Metro team. These were George Austin, Johnny Kearns, and Dave Cobb of '38 and Ed Freitas, Bryce Hodges, and Vincent Gonslaves of '39.

This year the Union Tribune All-Metro team contains four Lomans, two in the backfield and two in the line. These are Emmett Herz, tackle; Manuel Silva, back; Jimmy Jensen, back; and Don Jones, end.

The boys must have their teachers' and parents' permission to attend, and get their study assignments. While at camp, they will work four hours a day, they three



COACH DON GIDDINGS  
Tribune-San choice as Coach of the Year



COACH DON CLARKSON  
Scouters and aid in shaping backfield

### Giddings' Coaching, Clarkson's Scouting Net Championship

By Howard Cohen

Don Giddings, mastermind of the championship Pointer eleven, was recently honored by "The Tribune Sun" when he was named as the "Coach of the Year" in the Metropolitan league.

A local product, Giddings graduated from San Diego High, where he earned honors as All-Cost League center. He played football at Stanford, but was forced to retire after receiving a leg injury in an auto accident. After leaving Stanford, Coach Giddings finished his education at San Diego State, and taught at Kearny when the school had only thirteen students. Our "Coach of the Year" served a hitch in the navy, and upon his discharge was appointed to Point Loma.

Giddings had very little experience as a coach, but with the help of an abundance of material ready in victorious on his first try.

He was ably assisted by another local product, Don Clarkson, Clarkson attended San Diego High, and is acclaimed as one of the school's best basketballers. He continued his education at San Diego State and lettered in basketball. Before coming to Point Loma, Clarkson coached at Roosevelt Junior High and La Jolla High. He served a hitch in the army.

A lot of credit goes to Clarkson for his excellent scouting of opposing teams. He also helped the backfield get into shape.

When none of the players were asked to what they attributed their success they exclaimed, "With coaches like Giddings and Clarkson you can't miss." That's the kind of spirit that will bring Point Loma many championships in the years to come.

### Christmas Assembly Program Planned

Featured in the Christmas assemblies on December 16, will be the Boys' Ensemble with Christmas carols and the advanced drama class with a play, "Dust of the Road."

The assemblies are just a preview of the evening program which will be given for the public at 8 p.m. also on December 16. This program will present the choir's Glee Club, Girls' Ensemble, and the orchestra in addition to the play and the Boys' Ensemble. The stage design class is making a stage set and is also providing decorations for the auditorium and the foyer.

### Alumni Elect Officers

Officers were elected at the first meeting of the Alumni Association on November 15, which was held in the girls' gym. Approximately 150 people attended. The officers are: George Chesell, president; Mrs. Peggy Kay Lindberg, vice-president; Miss Phyllis Lundberg, secretary, and Miss Henrietta Tschatter, treasurer.

Tentative plans were formed for an alumni party to be held next spring. They also decided to have a dinner and dance after the homecoming game next year.

The officers and the membership committee are going to meet and compile a complete list of alumni. If you know the address of any alum who wishes to join, call Bayview 6732.

Refreshments were served at the meeting by Mrs. Schropfer's homeroom class which has helped her a great deal to get the alumni association organized.

### THESPIANS PERFORM

Honoring Thanksgiving in 1946, advanced drama students presented a one-act play, "A Psalm of Thanksgiving." Wednesday, November 27, in double assemblies. Those appearing in the play were Carol Irig, Harry Shannon, George Ribera, and Norma Glibo. Don Walker was student director.

Stage design students who designed and constructed the set for the play were Frank Crump, Ralph Canfield, and Alfred Gross.

### IS YOUR CAR CLEAN?

"Stormy Weather" since your car and you aren't together! What caused this parting of the ways? Could it be that you neglected to wash its face in the morning? After all, would you like to go around with your windshield all splattered and your headlights muddy? Of course not. You can't blame the car if you can't see a hand before your face when you are driving. Remember a car is just a machine which will serve you well as long as you take care of it, which doesn't mean you can give it a yearly bath and expect it to survive the "fanny" weather in California without getting a little muddy; to say nothing of the fog, low clouds to you more learned and foggy weather visibility limited. Poor excuse if you happened to hit some pedestrian. So even if you do keep your jalopy shining; it helps to keep your eyes on the road, too.

### ASB Calendar

- Dec. 6-POINTERS issued.
- Dec. 9-Girls' League Dress Court 3 p.m.
- GAA Carnival.
- Dec. 10-Commission Meeting 3 p.m.
- GAA Meeting 3 p.m.
- Bible Club Meeting 3 p.m.
- Dec. 11-Swimming Club Meeting 3 p.m. (Y.W.C.A.)
- Archery Club Meeting 3 p.m.
- Junior Class Council Meeting 3 p.m.
- Dec. 12-GAA Meeting 3 p.m.
- Science Club Meeting 3 p.m.
- Rehearsal for Christmas Program at Russ Auditorium 12 noon to 4 p.m. (Girls' class).
- Dec. 13-ASB Dance.
- Dec. 16-Girls' League Dress Court 3 p.m.
- Pan-American Club Meeting 3 p.m.
- Rehearsal for Christmas Program at Russ Auditorium 8 a.m. to 12 noon. (Girls' class).
- Christmas Program at Point Loma 8 p.m.

(Continued on Page 3)

### PALOMAR CAMP TO OPEN

Formerly owned by the CCC, a Palomar Mountain camp has been taken over by the San Diego County School Commission to be used by city and county high schools. Only senior boys will be selected to go during the school year for two-week periods. These boys will be chosen on the basis of their skill and interest in technical work. During the two-week period they will be employed at building and improving the camp.

The boys must have their teachers' and parents' permission to attend, and get their study assignments. While at camp, they will work four hours a day, they three

hours, and have on hour of supervised recreation.

The camp will cost the boys \$2 per day; they'll receive 75 cents per day plus work experience credit.

The first camp will start on Monday, January 13. Four senior boys will represent Point Loma, while San Diego High will send six, Hoover five, Vocational four, La Jolla and Kearny three each, making a total of 28. Eventually the camp will be open for girls, too.

Says Mr. L. L. Bloomenshine, principal, "It would be a grand experience for any who can go."

The Pointer  
Point Loma High School  
San Diego, California

Example 108

Unfortunately, sports writers on many school papers have built up a reputation of using the poorest English, bringing in the latest copy, and causing the copy desk more headaches than most of the other reporters. The person at the desk doesn't appreciate—and often rightly—this writer's expressions. There should be one good sports "grammarian" on the desk to read this copy, one who can respect the fact that good sports reporters do have the privilege of resorting to a sports jargon that has been journalistically accepted.

Color and feature treatment are invited, but this does not mean a flowery and highly dramatic style. The reader wants facts and information served up in an inviting manner, and no amount of adjectives and adverbs can make up for the absence of informative nouns and active verbs. The good sports writer is a go-getter who appreciates the value of leg work as well as head work. He goes where the news is, and while there he gets it all. Once he has it, then he can cement it together with carefully chosen phraseology.

### THE COVERAGE STORY

There follows a good example of a coverage story. Read it through carefully, and then we'll enumerate what made it a good one.

# Lincoln Downs Northeast 20-0

## Knopp Sparks Lincoln Team; Davis, Rockets

Capitalizing on a sharp forward wall, Lincoln high backs scampered and passed their way to a 20 to 0 win, the highest ever scored, over Northeast before a sellout crowd of 7,800, Friday evening in the oval. This was victory number 5 for the Red and Black ovalites this year and determined the city championship title.

Mel Knopp was the big gun for the Links' scoring punch in the annual tilt, scoring once and passing to the end, Stan Stroh, for another tally.

### Hubble Scores.

A 14-yard pass by Knopp and a sprint by shifty Bill Howell, good for 20 yards, to the five, set up the scoring plunge for Bob Hubbell after seven minutes of play in the first stanza.

Hubbell smashed the line for the extra point, giving Lincoln a 7 to 0 lead.

Play see-sawed back and forth until one of Al Drozda's punts was blocked by end Stan Stroh, but Lincoln's only threat in the second quarter fizzled out with two penalties and a loss on an attempted pass.

### Second Touchdown After Half.

Lincoln showed their teeth in the second half and Knopp hit Stroh with a 30-yard aerial, with Stroh legging it 12 yards to the



promised land after five minutes of play in the second half.

Tackle Fritz Davis bogged down another Lincoln threat by taking up a Lincoln fumble. A play earlier, Knopp had made a brilliant 37-yard gallop.

### Knopp Comes Through.

Lincoln's last score came after a drive of 78 yards, in 7 downs, when the touchdown bug bit Knopp, and he bucked his way 10 yards to

#### Statistics . . .

	Lincoln	Northeast
First downs . . . . .	16	3
Yards gained rushing . . . . .	366	41
Yards lost rushing . . . . .	13	15
Passes attempted . . . . .	14	17
Passes completed . . . . .	7	3
Yards gained passing . . . . .	101	25
Total yards gained . . . . .	454	49
Fumbles . . . . .	4	0
Own fumbles recovered . . . . .	0	0
Penalties . . . . .	10	3
Penalty yardage . . . . .	80	15

#### The Lineup . . .

Northeast	Pos.	Lincoln
Voller . . . . .	le.	Stroh
Evans . . . . .	lt.	Mockett
Burnham . . . . .	lg.	Dietz
Thompson . . . . .	ε.	Etmund
Nelson . . . . .	rg.	Debus
Davis (gc) . . . . .	rt.	Becker
Kline . . . . .	re.	Wiltfang
Martin . . . . .	qb.	Kortum
Kidd (gc) . . . . .	lh.	Knopp
Darling . . . . .	rh.	B. Howell
Drozda . . . . .	fb.	Hubbell
Northeast . . . . .	0 0 0	0—0
Lincoln . . . . .	7 0 7	6—20

Lincoln scoring: (touchdowns) Hubbell, Stroh, Knopp; extra points) Hubbell 2 (plunge).

Northeast substitutions: (ends) Greiner, Hartman; (tackles) Childress, Vantine; (guards) Spencer, Liggett; (center) Emery; (backs) Mehuron, Sterkle, Neiderhaus, Ryan.

Lincoln substitutions: (ends) Weir, Ludwick, Hergert, Pierce; (tackles) Batt (cc), Gessner, Schmidt, Saddoris; (guards) Dean, Heckenlively, Phelps, Pederson; (centers) Reigert, Johnson; (backs) Ruby, Jones, Capek, Flynn, R. Howell, Davis Moore.

Officials: Referee Bill Keefer, Nebraska; umpire, Mathias Volz, Nebraska; head linesman, Max Roper, Nebraska Wesleyan; field judge, Bill Borggaard, Nebraska.

the double stripe line. A pass for the extra point failed.

### Northeast Weak.

Northeast did show signs of strength, and all through the game had plenty of spirit, but offense bumped up against a strong line and many a Northeast ball carrier was hit by two or more Links gridders.

Everyone in the Link camp saw action. Sophomore Nolan Davis, although in for only a few plays, promises to be a potent lad in prep pigskin circles.

Bill Howell was second only to Knopp's fine play in running assignments. Lincoln had fine line play, especially from guard to guard.

For the losers, Al Drozda's punts kept the team intact as did Fritz Davis' line play.

*The Advocate*

Lincoln High School

Lincoln, Nebraska

*Example 109*

Among the qualities of the Example 109 story that lift it out from the mass of mediocre accounts of athletic contests, carried each year in school newspapers, are these:

1. The reporter got the facts and put them in his story, as revealed by the statistics and the lineup, and the substitutions and the officials. This represents the extra reporting that nine out of ten high-school papers fail to get in sports coverage.
2. To avoid a monotonous appearance of the whole account, the reporter added subheads as well as a couple of bold-faced treatments of paragraphs. This reveals that extra-careful thought and touch to a story.
3. Notice the summary lead, packed with the most important aspects of the contest.
4. The story is complete, but yet streamlined, stripped to the main developments

5. Although not overloaded with it, sports jargon is in evidence in keeping with reader interest and expectation. For instance—*scoring punch—set up the scoring plunge—fizzled out—showed their teeth—hit Stroh with a 30-yard aerial—legging it 12 yards—the touchdown bug bit Knopp—potent lad in prep pigskin circles.*

**Sports editing.** Good judgment is demanded of the management of the sports page. There must be just the proper play of athletics. The adult reader must not feel that athletic contests are the only activities and interests of the school. Also, good sportsmanship must be apparent; the alibi has no place in the accounts. The chance is there to make or break school morale. The fan wants to be a winner, and the school that has no winning team places an added responsibility upon the management of the sports page. Prejudice, disguised as school spirit, can easily slip into the coverage of the games. Fair play is as admirable on the sports page as on the athletic field. The reporter who attributed the defeat of his team to the effects of gas fumes from the bus that carried the players to the game perhaps honestly believed it, but it is quite doubtful if his readers did. If our team loses, that team really shows up better to the reader if full credit is given to the strength of the winner.

**Covering a game is no easy matter.** The local paper carries the account the day afterward, while the school paper coming out two, three, or more days later must still resurrect interest in its coverage. This can't be done with a prosaic, lazily covered account. In Indiana, where basketball is a life-and-death matter in high-school circles, the fan just naturally expects his reporter to give him such fine details as the percentage of shots each team made from the floor. To your right is a paragraph of such data, taken from *The Centralian*, Central High School paper, Evansville, Indiana.

Both teams were scorching the nets above par and between the two it took an adding machine to keep up with them. The Bulldogs swished through 17 tallies for 65 tries, to rack up an average of .262, but the Bruins, to make their fans happy, rolled in 25 two-pointers out of 71 attempts, for a record average of .352.

Another revealing method of covering the minute developments of a game of basketball is that of carrying a boxed summary account that shows the exact progress of the game at every moment. The first of the two following items is set up in this manner, which reveals the care a reporter would have to give to recording his notes as he watched the game.

An interesting way to include a set of statistics for a story is to box them and to insert the box within the account of the game, as was done in the second of the two following items, which was clipped from a longer account in *The Chatterbox*, Walnut Hills High School, Cincinnati.



## SUMMARY

### *First Quarter*

	East	Central
Perkins—short from side.....	2	..
Boetticher—Perkins' foul.....	2	.. 1
Steiner—long shot .....	4	.. 1

### *Second Quarter*

Perkins—Boetticher's foul ....	5	.. 1
Maglaris—side .....	5	.. 3
Perkins—under basket .....	7	.. 3

### *Third Quarter*

Steiner—long shot .....	9	.. 3
Main—long shot .....	9	.. 5
B. Lomax—Main's foul .....	10	.. 5
Boetticher—Lomax's foul .....	10	.. 6
B. Lomax—under basket .....	12	.. 6

### *Fourth Quarter*

Barr—under basket .....	14	.. 6
Perkins—under basket .....	16	.. 6
Perkins—Boetticher's foul ....	17	.. 6
Maglaris—one hand, side .....	17	.. 8

Again the Eagles took to the air. Sullivan tossed an aerial to Melzer for the second Eagle tally of the game. Sully plunged over for the extra point. Score: W. H.—13, Wyoming—0.

Walnut Hills	Wyoming
91	Yds. gd. passing 19
128	Yds. gd. rushing 174
7	1st downs 2
22	Passes attempted 14
10	Passes completed 6
3	Fumbles 3
60	Yds. penalties 20
31	Punts (aver. yds.) 19

Before the second half was two minutes old, Cecil recovered a Wyoming fumble. A pass to Paul Seigel put the ball on the Wyoming 22-yard line. Seigel then caught a Sullivan pass on the one-yard line and crossed the goal.

Besides the coverage of the game itself, there is that possibility of covering the entire competitive situation in which the local team finds itself at the moment. The story that appears as Example 110 brings the fans up to date on the standings of all the teams in the league, as well as the outcomes of their most recent games. Only a few high-school papers go this far in their sports reporting.

**Care in reporting.** The reporter must be up-to-date with the sport he is covering. He cannot properly handle a particular basketball game, for instance, unless he has followed the season up to that game and thus knows its significance and the many implications.

The statistical summary of a game at the end of the story relieves the writer of having to slow down the running account of his story with these details. The paper will want to follow a uniform style in reporting these statistics, not permitting each reporter to determine his own system. For example, if one basketball account carries the name of each player, number of field goals, number of free throws attempted, and the number of free throws made, then the other accounts should do the same. Most readers would appreciate the care in reporting that is shown in this type of statistical summary of a basketball game;

	SHOTS TAKEN		MADE	FREE THROWS		MADE	P.F.
Coomes .....	8	.....	2	.....	1	.....	2
Bohm .....	4	.....	0	.....	0	.....	0
Butterworth .....	9	.....	2	.....	3	.....	1
Zint .....	8	.....	2	.....	4	.....	2
Heldt .....	4	.....	0	.....	2	.....	2
Totals .....	33	.....	6	.....	10	.....	7

It is well to assign a number of reporters to handle one game, each taking one phase of the game to cover. One may take the baskets attempted and made from the field, another the human interest of the occasion, and another the body of the story. If accuracy is stressed with this group there is no excuse for errors in the accounts. Statistics make good reading for the sports fan, giving him something new on the game that he saw. Perhaps there were some misunderstood decisions that should be cleared up in the story.

The reporter must know the fan he is writing for, and should study him there in the bleachers. Writing the story follows the laws of writing the news story. The lead brings out the climax, but the remainder of the account is often unconventional. By-lines are often carried on sports stories.

## Elgin Holds Grip On Big Eight Lead

Elgin, East Rockford, and East Aurora retained their positions as the leaders in the Big Eight conference last Friday. In first place is Elgin with 6 wins and 0 losses, while East Rockford is second with a record of 5 and 1. East Aurora is in third spot with four wins and two losses.

The Watchmakers tapped Joliet 54-32, and the Rabs walloped LaSalle-Peru 79-43 last Friday, while the Aurora Cats were beating their crosstown rivals, West Aurora, 58-46, and the West Warriors were scalped by Freeport, 67-47.

In the freshman-sophomore league, East Rockford, Elgin, and Freeport are on top, all with five won and one lost records.

The Rablets overcame the L-P sophs, 49-41, while Elgin beat Joliet, 57-41, in the preliminary. The Pretzels thumped the West Paipooses, 52-25, in the frosh-soph spherical struggle and the West Aurora striplings out-pointed East Aurora 39-20.

Meeting this week will be East Rockford at West Rockford, Elgin at West Aurora, East Aurora at Joliet, and Freeport at LaSalle-Peru.

### BIG EIGHT STANDINGS

#### Varsity

Team	W	L	Pct.
Elgin .....	6	0	1.000
East Rockford .....	5	1	.833
East Aurora .....	4	2	.667
Freeport .....	3	3	.500
West Rockford .....	2	4	.333
Joliet .....	2	4	.333
LaSalle-Peru .....	1	1	.167
West Aurora .....	1	1	.167

#### Frosh-Soph

East Rockford .....	5	1	.833
Elgin .....	5	1	.833
Freeport .....	5	1	.833
West Aurora .....	4	2	.667
Joliet .....	3	2	.500
West Rockford .....	1	5	.167
East Aurora .....	1	5	.167
LaSalle-Peru .....	0	6	.000

*East Highlights*  
East High School  
Rockford, Illinois

*Example 110*

# Spartan Thinclads Capture District Meet; CHS Speedsters Romp to Easy Victory

Winning 10 firsts and 8 seconds, the Corvallis cindermen grabbed top honors in the annual district meet held at Bell Field, May 10. CHS, by virtue of first and second place winners, sent 17 men to the state track meet May 17-18. The point-hungry Spartans scored 92½ points to Albany's 54½. Shedd and Harrisburg trailed with 4 and 2 points, respectively.

Albany captured four first places and five second places to come in a poor second in the predicted close meet. The Spartans placed men in the state meet in all events except the high hurdles, in which the Bulldogs took the two top spots.

Bob Rondeau and George Sprick led the locals to victory. Bob scored first in the 440 yard dash, 100 yard dash, broad jump and ran anchor team to score 20 points. George scored 13 points by winning the 220 yard dash, placing second in the 100 yard dash and running on the relay team.

No records were broken and most times were slow. Ron Clarke ran a fast mile. The relay team came within a half second of breaking the record time in that event, which is 1:36.8.

First and second place results.

120 yard high hurdles—Won by Workman,

Albany; Jenkins, Albany, second. Time, :17.1.

100 yard dash—Won by Rondeau, Corvallis; Sprick, Corvallis, second. Time, :10.7.

Mile run—Won by Clarke, Corvallis; Swander, Albany, second. Time 4:51.

440 yard dash—Won by Rondeau, Corvallis; Smith, Albany, second. Time, :55.6.

200 yard low hurdles—Won by Paul, Corvallis; Workman, Albany, second. Time, :24.3.

880 yard run—Won by Miller, Albany; Beals, Corvallis, second. Time, 2:14.

*(The other events were summarized in the same manner.)*

*Hi-O-Scope*

Corvallis High School

Corvallis, Oregon

*Example 111*

## THE ADVANCE STORY

Just as the coverage story demands playing up something new out of the past, the advance story demands that the writer build up enthusiasm in the coming event. Nothing will do this more than will factual material, up to that time not definitely known by the reader. Generalities mean nothing. One team is said to be stronger—but why? Measure the teams man for man in the account, measure the past records game for game in the account. The sports department that keeps a complete file of all past athletic contests that the two opposing teams have participated in thus far this season has a store of material from which to build the advance story. These records kept complete from year to year enable the writer to bring in past history that is good reading. A third source is through correspondence with the other school, this being possible by an exchange of information with the paper of that school.

These techniques far overshadow the threadbare habit of stating what the coach says about the chances in the game. The writer should be true to the facts, not predicting close games if they aren't reasonable. There seems to be no limit about how long before the game this type of story may appear. Professional baseball advances are seen in the dead-of-winter months before the season opens. Perhaps the writer's ability to make interesting reading determines this.

## Bears Seek SIAC Title, Tie In City Competition

By TED LOCKYEAR

All Indiana basketballers will have their eyes focused on Central gym tonight to determine which Evansville team is the best. The spoils of tonight's game are the SIAC championship and either a complete city title to Bosse, or Central sharing it with Bosse.

In their latest showing, the Bulldogs beat Reitz 46 to 31 for their fifth city win. The Bears in their last showing rolled over Wiley of Terre Haute 50 to 19 for their eighth straight victory.

The Bears will be out to avenge their only loss of the season, a loss to these same Bulldogs. Since January 4 when these two teams last met, Bosse has been beaten by New Albany while the Bears have gone undefeated. The score of the first game between these two teams was 46-34.

Clarence Riggs, former Central second team coach, is the Bulldog's coach and usually starts Butterfield, DeGroote, Holder, Axford, and either Buck or Jerrel. Bill Butterfield, six feet, five inch center, is the Bulldog's big gun. In 16 games this year he has scored 220 points. Central's point getter is Bob Kohlmeier, who has scored 182 points.

In SIAC standings Central is in first place, and Bosse is in second. A Central win would give the Bears undisputed claim to first place. Bosse's five wins and no losses puts them atop the heap in city standing, and Central's four wins and one loss puts them in second

place. A Central victory would enable them to tie for the city title.

In the Associated Press poll of sports writers this week Bosse is in second place and Central is in third in the Indiana state ratings. Elkhart is in first place.

Coach Glen Bretz's starting lineup will be Bob Kohlmeier and Joe Keener at the forwards, Gene Southwood, promising sophomore, at center, and Captain Frank Schwitz and Chuck LaMar at the guards.

Paul Forney, Central athletic manager, announced that the game has been a sellout since Monday. Only 4400 fans were able to obtain tickets.

*The Centralian*  
Central High School  
Evansville, Indiana



## Second-Place Cowboys Challenge Pioneer Speed Under Arcs Friday Night

West, currently the second place team in the city football standings, with a record of two wins and one tie will be the foe for the Pioneers in the annual Central Homecoming game on Friday night at the Parade Stadium.

This will be the showdown game between the two. The winner will emerge right in the thick of the championship race. The loser, on the other hand, will drop from title contention.

The Cowboys so far this season have beaten Washburn 18 to 12, Southwest 12 to 6, and tied Marshall 6 to 6.

In these three games, Amil Blum's boys have showed good running power in George McNutt, center fullback, and good passing by Quarterback Bill Meadows. McNutt has been playing with an injured leg, but is expected to be in good condition for the Pioneer contest.

The Markleymen's record, coming into the game, is two wins and one setback. The Pioneers will have their noted speed with Richard Robinson and Dick Burg. Tom Brown will provide the running power, and injured Dorwin Carter will once again be on hand with his passing.

If Central can show the running offense they showed in whipping South, the Green and White will know they've been in a ball game.

On the other hand West is up

### Grid Standings

	W.	L.	T.
Roseville	2	0	0
West	2	0	1
Central	2	1	0
Vocational	2	1	0
Edison	2	1	0
North	1	1	0
Henry	1	1	0
South	1	1	1
Marshall	0	1	2
Washburn	0	3	0
Southwest	0	3	0

## Pioneers Trounce South 25 to 6, Move Back Into Title Contention

By KEITH BURNES

Bouncing back after the previous week's defeat by Vocational, the Pioneers swarmed all over the Orange and Black of South for a convincing 25 to 6 trouncing, on the latter's field Friday afternoon.

The win put the Markleymen right back into title contention with a 2-1 record.

Led by the dazzling play of Co-Captain Dick Burg, substituting at quarterback, the Red and Blue tangle over their famous track speed to lead after the first quarter 15 to 0.

The first score came as a result of an 80-yard sustained drive helped by a 38-yard run by Burg, and a pass from Burg to Tom Brown, fullback. To climax the drive, Brown smashed right tackle from the one-yard line for the tally.

The only successful extra point attempt of the afternoon was made by Brown as he split the uprights.

Left-half Richard Robinson set up the second scored down as an intercepted pass on the Tiger 25-yard stripe. Within a couple of plays, George Jones, junior fullback, scrambled 27 yards to pay dirt.

Another intercepted South aerial, this time by Burg, set up the third tally. On the next play from scrimmage Robinson roared 46 yards on a pretty outside cut to send the Pioneers off the field with a 19 to 0 half time advantage.

In the third canty, Burg shirky picked up a South fumble and galloped 47 yards to the Tiger nine, back then pinned to right end, Arnie Stohrer, who caught the ball falling into the end zone, for the six pointer.

The Orange and Black, with Gury Alm looking, talked in the waning minutes of the game, when John Fritz took a deflected pass off a transmate's shoulder for a 45-yard scoring play.

The Tigers, with their Minnesota type of offense, and Alm acting a bit like Paul Gier, just couldn't get going against the Pioneers.



JACK CARLSON, junior halfback, is shorted being dropped after a long gain by Philip Block, South seahawk, by a vicious block.



after facing Marshall, the "great kicker", and still be throwing everything they have into the contest, to keep their record going and earn a shot at the coveted title.

It all shapes up as quite a homecoming game.

## FROM THE SIDELINES

By KEITH BURNES

Vocational sort of upset the apples by beating Central, didn't they? The Vols used virtually a

keep him out for the rest of the season.

Awards seem to be the trend

This is the above-the-fold half of the sports page of a typical issue of the "Central High News," Minneapolis.

# GRID-O-SCOPE

LOWELL POSITION POLY  
50—Bob Simmons.....LER.....Tom McCormick—80

McCormick lacks the experience that Simmons has gained playing first string last year. Bob has yet to get hot this season, but this should be it—his last Poly game. EDGE TO LOWELL.

30—Dush Boretta.....LTR.....Charlie Malone—42

These two boys, playing their last big game, have very little experience from last season, but play a smooth game. Either Boretta or Malone could break out of the "consistent" and into the outstanding. NO EDGE.

87—Mort Dunn.....LGR.....Larry McInerney—...

McInerney is the lone Poly veteran of last year's campaign. He should make this a "good 'un." Dunn is becoming one of the best guards in the league. But for now—EDGE TO POLY.

45—Lud Renick.....C.....Bob Kirk—87

Renick was out the last game but will be back in there for the big one. He is not at his best playing condition. Kirk is found frequently on "Team of the Week." EDGE TO POLY.

(This is an abbreviation of the original story, which went through all eleven positions.)

The Lowell  
San Francisco, California  
Lowell High School

Example 113



Back in Chapter 5, dealing with advance news stories, is an excellent example of the description of a coming football game—Example 24. The care that the reporter took in preparing the account is clearly revealed through the facts that he packed into the story.

The basketball advance that is printed as Example 112 reveals another approach to an important game. In this case the reporter treats nothing of the past rivalry of the two schools except their previous game of this season. Since his story is well written though short, we cannot say that he neglected to bring in important details. The pressure of other stories is a determining factor in setting the length of any one story.

Common in recent years in some San Francisco school papers has been the Grid-O-Scope, a careful analytical comparison of the players who are to play opposite each other in the coming game. Although not printed as an integral part of the advance story, it supports it as a supplementary feature. The Grid-O-Scope was noticed in the *Buccaneer* of Balboa High School and the *Lowell* of Lowell, two San Francisco schools. See Example 113.

Fairness predominates on the sports pages of student newspapers. Seldom is an unsportsmanlike statement made; seldom does the reporter belittle his rival school's team. Here in Example 114 is another cleancut story of a coming game:

## Sentinels Hold Slight Margin Over Hard-Driving Alco Team

### City Diadem at Stake in Fourteenth Clash of Two Rival Schools; Injuries May Hinder Both Elevens

At 2:30 p. m. November 28, the blue and white clad team of Allegany high will be facing the red and white uniformed Fort Hill team, awaiting the whistle for the opening kickoff. Approximately two hours later, the Greenway avenue stadium, which had been so packed but a few hours before, will be still and quiet again and another championship will have been decided.

#### Campers Underdogs

In this tussle, the fourteenth meeting of the two rivals, Fort Hill has been rated a slight favorite over the West Siders, for in September the Sentinels took a 19-0 measure of Allegany and have been beaten but once, while Alco has had tougher sledding. With the city championship at stake, however,

previous records and scores will mean nothing in the "Big Game," as both teams have discovered in past years.

Injuries may handicap both teams, as several regulars of each are on the black and blue list. Halfback Ray Stevenson, out with a broken collar-bone, and Fullback Don Sensabaugh with a sprained ankle, may not

see action for the Hilltoppers, while John Eckhart, low flying Camper halfback and Ed Hounshell, trigger-quick guard, may be out of commission with leg injuries. The two week layoff before the game may be time enough for some of the players to recuperate, however.

### Powers Proves Dangerous

The Sentinels will no doubt be on the alert for Tommy Powers, quicksilver fullback of the Camper eleven, for a few jaunts by "Travelin' Tom" may well decide the game for A. H. S.

The Alco offense, using both "T" and single wing, may prove baffling to their cross town rivals, as might the precision "T" of the Sentinels eleven mystify the blue and white defense.

Both teams are as dangerous in the air as on the ground and several completed passes by either one might mean the game. All-in-all, both teams are fairly well balanced and the season should be completed with a battle royal.

The probable lineups:

Allegany		Fort Hill
Vernall	LE	Freeland
Fridley	LT	Cox
Piper	LG	Daily
Ruehl	C	Hansrote
Hounshell	RG	Catlett
Dawson	RT	Trieber
Cabbage	RE	Lapp
Clower	QB	Frye
Anderson	LH	Mangus
Peterson	RH	Nicholson
Powers	FB	Lewis

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*Alcohi Mirror*

Allegany High School  
Cumberland, Maryland

*Example 114*

In the case of sports, just as in the handling of straight news, the play the story gets depends upon its interest to the public. That may be original interest on the public's part or interest created by a clever reporter. Advantage should be taken of the school's feature sport. It may change from year to year depending upon the ability of the team. Intramural contests and minor sports, lacking the popular appeal, must not be neglected. Placing these sports in a prominent place on the page may mean placing them in a prominent place in the reader's mind. The comparative value of events is a constant problem for the sports editor. He should beware of giving the main position to the coverage of the past game, for its possible significance is overshadowed by the fact that the readers saw the game and it is now yesterday's news. The inevitable question is, how many readers will be interested in the story? As said before, the ingenuity of the reporter is a determining factor.

Study the two pages from school newspapers reproduced on pages 136 and 137. What difference in comparative values is revealed by the two examples? Note that one is the front page of the paper.

Although not at all a common practice in reporting, one reporter solved his problem of relative merits of past and coming games by combining them into one story. Notice that he begins with the new the coming events, and concludes with the old, the past games. (See Example 114.)

The North Central Indians, victorious in six out of seven pre-season starts, leave this afternoon for Mason City, where tonight they will play the first of three games in a barnstorming tour of eastern and central Washington.

Coach Bob Brumblay will take ten men on the trip, including four pivots and six smaller men. Tomorrow the Red and Black squad moves on to Chelan, meeting the Chelan Goats in what should prove to be one of the toughest pre-season games for the Indian team.

On Sunday the team will lay over in Chelan, traveling to Omak on Monday to take on the Omak Pioneers in their third and final game of the road trip.

The North Central team will return to Spokane on Tuesday to eat Christmas dinner at home, but return to action again on Thursday when they open the West Valley Invitational tournament against the Rogers Pirates.

On Saturday, Jan. 4, the Indians travel to Moscow, Idaho, to meet Moscow high. The City league opens Jan. 10, with the Red and Black five meeting the always-tough Lewis and Clark Tigers on the Armory floor.

## Beat Kellogg, 32-23

Pouring 14 points through the hoop in the final quarter, the North Central Indians defeated the Kellogg Wildcats, 33-23, Friday, Dec. 12, on the Wildcats' home floor.

The home team was held to three field goals for the evening, but made 17 out of 30 gift shots good. The half-time score was 16-14, the Spokane team leading. However, the Wildcats drew ahead at the end of the third period, 20-19. The North Central team caught fire in the final period and won, 33-23, going away. High man for the game was Bruni, of the losers, with eight counters, while Don Cameron led the Red and Black team with six.

North Central (33)				Kellogg (23)			
	fg	ft	tp		fg	ft	tp
Cameron,g	3	0	6	Vergobbi,g	0	4	4
Schwarz,g	1	1	3	McAnsly,g	0	1	1
Bentley,g	2	1	5	Bruni,c	2	4	8
Perko,c	1	3	5	Turnbow,f	1	3	5
Blomgren,f	0	1	1	Blegen,f	0	2	2
Bennett,f	0	4	4	Southwick,g	0	1	1
Olstad,c	1	3	5	Conley,f	0	1	1
McDougal,g	2	0	4				
Totals	10	13	33	Totals	3	16	23

*The North Central News*  
North Central High School  
Spokane, Washington

*Example 115*

## THE SPORTS COLUMN

Two types of columns are popular in the daily newspaper. One carries the contributions of sports fans who want to express their opinions concerning the current sports. School papers seldom carry such a column, the time element in publishing a weekly paper perhaps defeating much enthusiasm in the column. Another type is the column written entirely by the sports writer, who comments on the passing field of sports and gives interesting sidelights that may go back into sports history. The advisability of carrying a sports column depends entirely upon the abilities within the department. A column of the right sort can build up a great reader following, but it must not merely repeat the feature points of the games that are brought out elsewhere on the page in the regular coverage of the news. The conductor of the column must beware of getting into verbal battles with rival papers, for the ideals of the school come before spectacular measures.

In Examples 116, 117, and 118, which follow, we find the items that make up the typical sports columns in high-school newspapers, namely:

1. Tribute to a local luncheon club that aids in the school's athletics.
2. A human-interest story of the hard luck of one player.
3. Predictions of the outcomes of coming games.
4. An editorial appeal to support the team.
5. An analysis of the possibilities that present themselves in the state football championship race.
6. Tribute to outstanding players in the last game.
7. Unrevealed data concerning past game.
8. Team standings in the city race.

---

## Biegen's Bunk

(TAKE IT LYING DOWN!)



### HATS OFF TO THE LIONS CLUB!

The football lettermen are walking around mumbling to themselves how lucky they are to have such a fine organization as the Allapattah Lions Club backing them. At the banquet, given by the Lions Club for the lettermen, the Lions presented sweaters to the monogram winners. This was the first time that sweaters were given to all the members who won their "J" regardless of their year in school. I know I am backed by every student, as well as lettermen in school, when I thank the Lions Club for everything they have done for Ajax High.

### REEL TWO

### PROFILE OF A CHAMPION

This story begins last spring at Varsity-Alumni football game at the conclusion of Spring football. In this game a fine end received a badly broken leg.

All summer long he lay in bed with a cast on his leg; the doctors said his football days were over, but he defied them. As soon as the cast was taken off and he could walk without crutches, he began exercising so he could play football again. But he received another setback; the Florida High School Athletic Association passed a ruling during the summer which made him ineligible for further athletic competition in high school.

These tricks fate played on him hurt, for he had to watch all the football and basketball games from the stands. But he is now a stalwart guard playing for "Jimmies On the Trail" in the Industrial Cage League. So when you see Tom McGill in the hall, tip your hat to a fine all-around athlete, as well as a grand guy.



## PREDICTION CORNER

As the paper goes to press before the annual basketball game between the Hi-Y "dishwashers" and the Key Club "floorscrubbers," I wish to make a selection. I predict that the Hi-Y "dishwashers," paced by Waters, Yeager, the Coulters and Bindshadler, will nip a hard-fighting Key Club team, led by Little, Silvis, DuBruiel and Taunton.

I also predict the fast improving Jackson Generals will go to the finals of the Gulfstream Conference cage tournament, starting today.

Prediction three: The General quintet will upset mighty Edison, Mar. 1st, when they tangle on the Red Raider Court.

## REEL FOUR

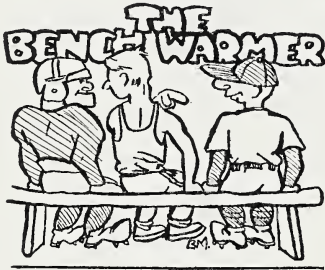
*Show your school spirit when the Generals meet Edison Mar. 1st and Tech High, Mar. 4th. I hope to see the Jackson five supported by their school. True, the Generals have not had a great season, but they have fought hard against many handicaps. These are Jackson home games and your attendance means a lot in helping the cage team go to the state tournament at Tampa. Support your team. For the first time this year, let's have a full house.*

## STAR OF THE WEEK

Sharpshooting Tom Griffin is our choice for the star of the week. He has stepped into a first-string guard berth and paced the Generals with 17 points in three games.

*Miami Jackson Globe*  
Jackson High School  
Miami, Florida

Example 116



By Don Bacon

Douglas' surprising victory over Tucson last Friday evening threw the state championship wide open. Mesa, Tucson, Douglas and the Prescott Badgers are all capable of taking the title.

Prescott is undefeated to date, but the northern city has not competed against any strong opposition. But on the other hand, neither had Douglas. The state will know just how strong Prescott is after their meeting with the

St. Mary's Knights a week from tomorrow.

Providing that Tucson and the Jackrabbits have not suffered any more defeats at the time of their second battle, the winner could well be the co-champions with the Bulldogs. Tucson must hurdle Phoenix and Glendale before their meeting with "Whizzer" White and Company, and even if the Badgers come out on top in this contest, they will have to oppose Yuma on Thanksgiving Day. The Cardinals threw a monkey wrench into the Mesa machine as the 'Rabbits barely eked out an 18-12 win.

Douglas has only to meet an inferior Bisbee team to share the title with Mesa, Tucson or Prescott. The Bulldogs previously had lost to Glendale, a team



which was beaten by many of Tucson's own victims.

All in all it's a very mixed up race and only time will tell who will be the next state grid champion.

Tucson seemed to be at the peak of their game against Mesa, earlier this year, but numerous injuries and a brand of football which is not characteristic of Tucson elevens have slowed down their claim to the state title.

---

In last Friday's tilt, the Badgers just had too much Douglas. The two lightning-like touchdowns scored by the 'Dogs early in the contest dazed the Tucsonans and they were never a threat after that.

As usual Lee "Legs" Carey displayed tremendous ability in the game as a whole and also on his two touchdown gallops Carey was burdened with the brunt of the Tucson High attack and the Badgers' progress seemed to lie on Lee's shoulders.

---

Unheralded Bob "Slits" Bailey played a bang-up defensive game. Bob also made a number of tackles on the Douglas ball carriers. Bailey is vastly underrated by the football fans of the Old Pueblo. His sterling defensive play and signal calling ability throughout the whole season have proved a great asset to the team.

Joe Jacobs is another boy worthy of mention. Joe, a rough and vicious tackler, has blossomed into a first line guard during the past season. Jacobs has one more year of football left before graduation from high school.

Yes, the Badgers will be in for some long practice drills in the next few weeks, and from now on out one loss will drop the Badgers from the running for the state title.

---

*The Cactus Chronicle*  
Tucson High School  
Tucson, Arizona

Example 117



## DOPE SHEET

by Andy Hughes

Well, here it is Friday again, and another week-end of football is ahead of us. In my predictions last week I missed one prophecy so my average up to now is .750. This fact has given me a little courage so I will try again this week to make predictions.

### CENTRAL OVER OMAHA CENTRAL

Though Central lost last week's game I am sure that it will be the first and last loss of the season. I realize that Omaha Central probably is the

biggest team we will buck up against this year but it is my opinion that the Omahans will continue their losing streak. Score: Sioux City Central, 25; Omaha Central, 0.

### EAST OVER SIOUX FALLS

I might be sticking my neck out in this one, but going on the fact that Sioux Falls lost a comparatively easy game early in the season and that East hasn't looked too bad on the field, I choose the home team. Score: Your guess is as good as mine.

## LEEDS OVER VERMILLION

This will be probably the toughest game of the year for the Lancers but I think they will keep going on their winning stretch. Score: Leeds, 14; Vermillion, 13.

---

In the Lincoln game, Friday, a capable assistant and I kept track of who carried the ball and how far they carried it. My figures show the following results:

Wally Piper led all competitors by an average of 32.7 yards per try.

Jim Daniels—12 yards per try.

Walt Broussard—7.2 yards per try.

Willie Lee—2.7 yards per try.

---

More statistics. This time it is city-wide for this is a record of the number of touchdowns a person makes. So far we have in first place —Willie Lee, 3—Central.

Thompson, Reister, both of East, and Tozier of Leeds all have made 2 touchdowns.

J. Smith, Hollar, Hayes, Daniels, Broussard, Piper, Watland—Central; Haugen—East; Sandage, Green—Trinity; Bartle, Lacher, Berg—Leeds; and Powell—South Sioux City have all made 1.

---

Finally, we have the season records of all the city teams:

Place	Team	Won	Lost	Pct.
1	Leeds	2	0	1.000
2	East	2	1	.667
3	Central	1	1	.500
4	Trinity	1	2	.333
5	So. Sioux	0	2	.000

*The Central High Record*  
Central High School  
Sioux City, Iowa

*Example 118*

## THE SPORTS FEATURE

A true sports enthusiast never finds too much to read about his subject. The straight news facts on any athletic event are limited, but there seems to be no limit to the side angles that a clever reporter can feature in interesting side stories—known as features.

For instance, school papers have long overlooked the news interest in the sports officials, who deserve more attention than the occasional “boo” that comes their way. Who are these men who appear during the season, what are their problems, and what is interesting about them?

Who else connected with athletics can be interviewed? What small or large event has a lot of human interest about it? What statistical material would the fan like to read? The style of these stories has been explained in the chapter on feature stories.

In Example 119 we see the extra story that ran as a feature alongside the coverage account of how the team won the state baseball championship for the first time; and in Example 120 just a bit of human interest based on the commonplace.

Example 121 stands as a short feature that runs each week on the sports page, while entertainment and nothing more is intended in Example 122.

## Hats Are Off To:

John Almasi who allowed but seven hits in  
seventeen scoreless innings  
Ray Gracon for his hard hitting and fine  
fielding  
Jim Canaris for his magnificent catch of a  
hot liner  
Milan Kubene for his hard, timely hitting  
and a spectacular catch of a line drive  
Ted Urbanowicz for his smart base running  
and timely hitting  
Don Gates for his fine base running and  
a great catch of a fly ball  
"Babe" Tapole who batted a terrific .600  
and caught brilliantly  
Walter Yowarsky whose fine pegs were a  
constant menace to the opponents  
Cas Michalski who cut off two sure hits  
Allen Ruff for his fine defensive play  
Ray Klebowski and Bob Marquardt for a  
splendid job of coaching  
Roger Bittle for his marvelous relief pitch-  
ing in the first game  
George Robertson and Virgil Andy who  
sweated out every minute of the game  
just as if they were playing  
Managers Walter Pacak and Al Gasior for  
their loyal service  
To Coaches Filiere and Emery whose time  
and careful coaching have produced a  
championship team

*The Lincoln Log*  
Lincoln High School  
Cleveland, Ohio

*Example 119*

## PREDICTIONS

The *Breeze* sports staff is going into the hazardous field of prediction this time and without further ado gives you the following selections. (The team in bold type is picked to win.)

### October 11

Central .....vs..... Hartwell  
Hughes .....vs..... **Hamilton**  
St. Xavier .....vs..... Norwood  
Withrow .....vs..... **Elder**

*Example 121*

## Warm Up!

As the starting men take their places on the gridiron to do or die, the sub settles down on the bench to await his chance.

"Surely my big chance will come, today," he says to himself. "If only I could get in there, I'd prove my worth."

The second quarter is well under way when the coach gets up from his seat. His movements cause alarm among the substitutes as their hearts skip a beat in tune to the coach's glance.

Then in the final quarter, the words, "All right, ———, warm up," bring joy and an inward feeling to do the best to the sub's heart. As he desperately goes through his warming-up exercises, he waits and hopes for his chance to come. But the timekeeper's gun signals the end of the game and disgustedly the bench warmer mumbles, "Maybe next season will bring me luck."

*The Columbian*  
Columbia High School  
South Orange, New Jersey

*Example 120*

### October 12

Woodward .....vs..... **Walnut Hills**  
Western Hills...vs..... Purcell

### October 18

Woodward .....vs..... **Central**  
Hughes .....vs..... **Western Hills**  
St. Xavier.....vs..... Bellevue  
Walnut Hills...vs..... **Withrow**

### October 20

Elder .....vs..... Roger Bacon  
*The Western Breeze*  
Western Hills High School  
Cincinnati, Ohio

# Superstitious Varsity Gridders Use Variety Of Luck Charms

Superstitions help to win football games, according to Coach William Ketelaar's varsity gridders. You don't believe in superstitions? Well, John Stock, senior end, believes that the team will lose unless he wears the same underwear each Friday.

Bob Maxwell, senior fullback, relies on a lumberjack shirt, which he wears every Friday, for good luck. Senior tackle Mel Seal's charm is his mother, whom he telephones just before each game. Mel claims he also wears a silk stocking underneath his helmet during the game.

Bill Smith, junior tackle, feels that he must sing "Surrender" in the locker

room before each game. The other players, however, don't share this belief.

Playing his favorite record, "Blowin' Up A Storm" by Woody Herman, is the good luck charm of Al Schinner, senior quarterback. Ronny Anton, senior guard, shaves every Friday night, whether he needs it or not. He also kisses his mother before he leaves for the game.

Backfield Coach Bill Olson has been wondering whether the players look for four leaf clovers during the huddle.

*The Shorewood Ripples*  
Shorewood High School  
Milwaukee, Wisconsin

*Example 122*

## THE SPORTS REVIEW

The review may be called a type of feature story, but it is worthy of separate attention. Any sports season is subject for a review article that gives play to the significance of the season. Once the school has hung up its football uniforms and begun basketball, there is still the chance for the sports department of the paper to take one parting glance back at what actually happened on the gridiron, and to serve it up to the readers. Example 107 shows a sports page in which the review is featured.

### Wood Lands 166 Points to Take Scoring Honors

By scoring 65 baskets and 6 fouls for 166 points, Jim Wood, stellar Lion center, topped this year's cage squad in scoring, holding a ten point lead over Ray Prosperi, who staged a late season rally in his attempt to cop honors for the second year

Cal Kough, AHS captain, landed 143 markers for third position and John

Stoehr also passed the century mark with 121.

Bill Walz easily won fifth spot with 66 points, 37 more than Bob Minelli, highest of the subs.

Coach Hoffman's Maroons scored 776 points during the season averaging 38.8 tallies a game, 12.3 more than their opponents, who totaled 529 in 20 games.

Jim Wood added to his laurels by taking the average points per game title with an 8.3 average. Prosperi and Kough came next with 7.8 and 7.2 respectively. Stoehr followed with a 6.1 mark while Walz averaged 3.3 a game.

According to these figures, Coach Hoffman was assured of at least 33.7 points a game by the regulars alone.

The scoring follows:

	G.	G.	F.	T.	PPG.
Wood .....	20	65	36	166	8.3
Prosperi .....	20	65	26	156	7.8
Kough .....	20	63	17	143	7.2
Stoechr .....	20	47	27	121	6.1
Walz .....	20	27	12	66	3.3
Minelli .....	14	11	7	29	2.1
Duncan .....	17	10	7	27	1.6
O'Donnell .....	12	7	12	26	2.2
Earon .....	11	5	5	15	1.4
Muri .....	6	2	1	5	.8
Wiberg .....	3	1	0	2	.6
Larnick .....	3	1	0	2	.6
Hoover .....	2	0	1	1	.5
Aitcheson .....	1	0	1	1	1.0
Totals .....	20	362	52	776	38.8

Mountain Echo

Altoona High School  
Altoona, Pennsylvania

Example 123

LOOKING BACK

With Dave

WITH CHUCK MARCK leading the way, Evanston's Varsity gridmen turned in one of the strongest passing offenses in the Suburban league this season.

The Wildkits, despite the fact that they were outgained on the ground, almost came through with upsets over New Trier and Waukegan.

Leading up to the last four minutes, ETHS lost both games because of lack of reserve linemen capable to stop foe backs. The following figures show this deficiency:

EVANSTON .....	6	0	6	14—26
Opponents .....	2	27	0	34—63

Topping the Kits in the passing and running departments were:

In Example 125 we see a slightly different version of the athletic season's review, a summary at the middle of the season. The usual report is represented by Example 123. Few words and plenty of facts are the reporter's approach in both Example 124 and Example 126.

	Passes	Com- pleted	Yards Gained	First Downs
Marck .....	35	15	274	11
Biggs .....	12	4	76	4
Trevett .....	8	2	19	1

	Times Carried	Yards Gained	First Downs
Biggs .....	41	185	9
Schultz .....	47	120	6
Mehlig .....	33	67	5
Fulton .....	12	38	2

Waukegan's one-two punch of Larry Hanzel and Chuck Petter made the most trouble for Evanston linemen. Hanzel gained 138 yards and Petter, 118, to lead the Bulldog attack.

Despite this tremendous power, Evanston held Waukegan scoreless until the last four minutes, the winning tally coming in the last 30 seconds.

Statistics

	Evanston	Opponents
First Downs .....	40	82
Rushing .....	24	69
Passing .....	16	13
Yds. Gained Rushing.....	464	1149
Running Plays .....	170	301
Yds. Lost Rushing.....	107	76
Net Yds. Rushing.....	357	1073
Av. Yds. per Play Rushing...	2.10	3.46
Passes Attempted .....	55	65
Completed .....	21	21
Had Intercepted .....	5	6
Net Yds. Passing.....	369	289
Av. Yds. per Play Passing....	6.71	4.44
Net Yds. Passing, Rushing....	726	1362
Total Plays .....	225	366
Av. Yds. per Play.....	3.22	3.72
Fumbles .....	7	6
Recovered .....	3	2
Ball Lost .....	4	4
Punts .....	39	25
Blocked .....	4	1

The Evanstonian

Evanston Township High School  
Evanston, Illinois

Example 124

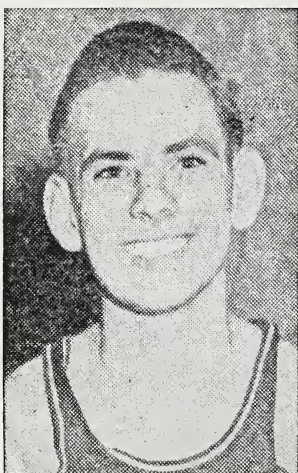


# Generals Post Good Record, Winning Six Out of Ten Tilts

Stonewall Jackson's basketball team is now half way through its schedule. Up to and including the Weirton game, the Generals had won six games and dropped four, losing to Huntington East, Huntington Central, Charleston and Weirton.

In the Kanawha valley conference Stonewall has won five and lost only one, this being to Charleston. This gives the Jackson Heights boys a third place in the league, with Charleston high first and duPont second.

Leading the scoring for Stonewall in



**Ralph Holmes**

the KVC is Ralph Holmes, who has totaled 21 goals and 10 fouls for 52 points. Kenny Holmes is second with 16 goals and 13 fouls for a total of 45 points. Bill Hines, forward, is third with 40 points, having made good 17 field goals and 6 free throws.

In ten games the Generals have rolled up a grand total of 414 points, giving them an average of 41.4 points per game. On the other side the Stonewall opponents have hit the SJ net for 443 points, or an average of 44.3 points per game.

Of the 414 points made by the Generals, 88 were made on free throws. Field goals totaled 163, giving 326 points. Points made on free throws per game average 8.8, while field goals averaged 32.6.

Mark Workman, Charleston high's biggest point getter, gathered in 22 points in the SJ-CHS game to lead the individual scoring against Stonewall. The big 6 feet 7 inch center caged 9 goals and made 4 out of 7 foul shots in the game.

Close behind was Roy Brown, who took charge of the East Bank attack in Billy Jack Finley's absence, and scored 21 points.

Stonewall's individual scoring is as follows:

Player	Goals	Fouls	Tot.
R. Holmes	41	13	95
Hines	29	16	74
Wolfe	27	19	73
K. Holmes	24	15	63
Scragg	22	12	56
Thomas	5	3	13
Marion	4	1	9
Beck	3	2	8
Kiser	1	4	6
Neil	2	1	5
Nicholson	2	0	4
Boggess	1	1	3
Burgess	0	2	2
Shores	1	0	2

*The Jackson Journal*  
Jackson High School  
Charleston, West Virginia

*Example 125*

# Final Standings

## FINAL A.A.A. STANDINGS

Team	Won	Lost	Pct.
St. Ignatius .....	7	2	.778
Lowell .....	6	3	.667
Polytechnic .....	6	3	.667
Mission .....	6	3	.667
Lincoln .....	6	3	.667
Sacred Heart .....	4	5	.444
Commerce .....	3	6	.333
Washington .....	3	6	.333
Galileo .....	3	6	.333
Balboa .....	1	8	.111

## Lightweights

Team	Won	Lost	Pct.
Lowell .....	8	1	.889
Washington .....	7	2	.778
St. Ignatius .....	7	2	.778
Commerce .....	6	3	.667
Lincoln .....	5	4	.556
Mission .....	5	4	.556
Galileo .....	2	7	.222
Polytechnic .....	2	7	.222
Balboa .....	2	7	.222
Sacred Heart .....	1	7	.111

## TOP SCORERS

Name-Team	Fg	Ft	Pts.
Ramstead (AL) .....	41	17	99
Healy (L) .....	33	33	99
Marcelli (P) .....	38	16	92
Toran (SH) .....	32	16	80
Triandos (M) .....	29	15	73
Chin (C) .....	25	22	72
Adams (SI) .....	24	19	67
Hagler (P) .....	22	22	66
Brilliant (AL) .....	26	8	60
W. Sutton (GW) .....	25	9	59
Cimoli (G) .....	22	10	54
Moscone (SI) .....	22	9	53
Tilja (P) .....	17	18	52
Polich (M) .....	20	10	50
Metheny (L) .....	19	11	49
Skinner (B) .....	15	18	48

## Lightweights

Name-Team	Fg	Ft	Pts.
Dillon (B) .....	35	31	101
Flower (L) .....	31	30	92
Keropian (GW) .....	35	13	83
Glafkides (L) .....	26	23	75
Murphy (SI) .....	30	11	71
Flores (G) .....	26	13	65
Flores (M) .....	23	10	65
T. Doyle (P) .....	24	16	64
Froeschle (AL) .....	21	21	63
Mehl (AL) .....	21	15	57
C. Wong (C) .....	25	8	58
Kearney (SI) .....	19	19	57
Camacho (M) .....	24	9	57
Springer (GW) .....	22	12	56

# Are Half Court Cage Victories Sporting?

Would you expect a football player to run 200 yards for a touchdown? Or a tennis player to hit the ball over a ten foot net? Or a baseball player to run five bases for a home run?

Of course not.

Then why would it be any more logical for a basketball player to be subjected to various lengths on the court?

For instance, in 7-AA basketball, a player must be adept on all sizes of courts, ranging from Carter-Riverside's half-court game, to Tech's proxy court at J. P. Elder.

Carter's court is twenty feet too small, Poly's is ten feet too small, and Elder and North Sides' gyms are fifteen feet smaller than the legendary regulation size court.

While Pascal's court is regulation size, only five of the district's ten games are played there; and T.C.U.'s regulation size gym is rarely used.

Which all returns to the ever-obvious conclusion. No matter which court a cage team works out on, they are not familiar with the gym they play 7-AA games on, unless they play at home.

The problem looked as if it were solved with the erection of the regulation size Coliseum court, but it soon became evident that the Coliseum would only be used for important crowd-drawing games.

So the season has passed, and as so often in the preceding years there is still no regulation court that everyone has access to.

It is our hope, by starting this early campaign, that by next year Fort Worth will have a universal regulation basketball court where no team can coast to a victory just because of the gym's size.

*The Pantherette*

Pascal High School  
Fort Worth, Texas

*Example 127*

*The Buccaneer*

Balboa High School  
San Francisco, California

*Example 126*

**The Editorial.** The school paper has more of an obligation than that of covering the news; it has the obligation of keeping school spirit at the proper pitch, of furthering worthy school activities, and of being an enthusiastic booster at all times. In other words, it has the responsibility of promotion. The advance story, when treated at length and placed in a prominent position acts as a promotion story. An editorial may serve in this capacity. Its distinctive features have been covered at length in a chapter devoted entirely to the subject. Example 127 is a typical sports editorial.

## WORK SHEET NUMBER 9

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*Step 1:* Read Chapter 9 on "Sports Stories" and consult additional references in the library.

*Step 2: Group activity.* Examine copies of three or four different issues of your school paper, and then estimate the percentage of space given over to sports news. Of this coverage, what percentage is devoted to stories other than those about athletic contests with other schools? Would you suggest a shift in either case?

*Step 3:* Clip and mount samples of all the different types of sports stories that you can find in the daily papers. Use the six types mentioned in this chapter. Are there others?

*Step 4:* Select two good daily newspapers (perhaps the Sunday editions) and compare the coverage of sports. Then list the points in which one excels the other.

*Step 5:* In 150 words make and defend one suggestion for the improvement of the sports coverage in your school paper.

*Step 6:* Secure the schedule of your school for the coming sport, and write an advance story, treating the prospects for the season. (Perhaps it would be well for only one student to secure the schedule from the athletic department. All students could then write the story.)

*Step 7:* Take notes on a game or athletic event that takes place this week and write a story of 250 words besides a boxed summary of scoring.

*Step 8:* Compose a sports column, including at least four different items all of which are timely.

*Step 9:* Look through the exchange newspapers and find one that has either better or poorer sports coverage than your own school paper. Explain to the class the difference.

*Step 10:* List six good subjects for sports features that might be written within the coming month.

### *Additional Activities*

*A. Group activity.* Consider the lists prepared in Step 4. Compare them and discuss any points of disagreement.

*B.* Write one of the feature stories that you suggest in Step 10.

*C.* Using whatever sport has just been closed, write a review of the season.

*D.* Who are six of the leading sports reporters writing for the daily newspapers today? What distinctive style does one of them have? Discuss in class.

# 10. A Distinct Type of Straight News Story

## THE SPEECH REPORT

A DISTINCT type of straight news story, and a most significant one, is the speech report. The main task of the reporter in covering a speech is that of reproducing for his readers the original message of the speaker. Since news space for such coverage is limited by both reader interest and the pressure of other news, speech reporting usually is a process of condensing.

In addition to his ability to follow the principles of straight news reporting, as treated in the earlier chapters, the reporter' success in speech reporting depends largely upon his ability to retain the original spirit and substance of a speech as he condenses it to fit the limited space provided for it.

**Covering a speech.** In addition to finding out what was said, the reporter must accurately collect important supplementary information for his story. This includes the following points

1. The full name of the speaker or speakers, accurately spelled.
2. The identity of the person, such as a significant position he holds.
3. The reason or the occasion for his appearance here.
4. The exact title of his talk.
5. The time and the place.
6. The audience, nature of, number, etc., and similar significant aspects of the occasion.

Much of this he collects before the talk, and seldom does he get any of this type of information from the speaker himself. Reporters of the regular press at times are able to secure a copy of the speaker's address in advance of the delivery. School reporters cannot expect this convenience, for seldom does the school assembly speaker deliver his talk from a manuscript. The usual and most desirable way to cover a speech is actually to be present.

The reporter does not attempt to take down everything the speaker says. He takes down the important statements verbatim, which means he must retain in his mind a statement long enough to get it on paper, and at the same

time follow the speaker's next remark. If he expects to quote a statement directly, he makes sure he has it word for word. No speaker likes to see himself misquoted. It may mean embarrassment, or even libel, to the paper.

The reporter takes his notes in longhand; seldom is shorthand used in speech reporting. He condenses long statements at the time he takes his notes, thus saving himself work at the moment as well as later when he is writing the story. Besides the quotations that he takes down, he can handle the other points with notes of a summary nature. While covering the story he notices the reactions of the audience, its size and any other significant details aside from the speech itself.

As in all straight news reporting, the reporter leaves himself and his own feelings out of the account. He may not agree with what is being said, he may not even be interested, but he takes it down as accurately as possible since that is his assignment.

There is always the possibility of getting something further from the speaker through interview either before or after his regular address. A few questions, if properly selected and handled, can produce for the school assembly speech report the interest that will make it live again for the student reader.

**Writing the report.** The story is written immediately after it is covered, while the speech and the surroundings are fresh in the reporter's mind.

He lets the news and interest value determine the length. He determines a purpose behind his report, and organizes his material in the order in which it can best carry out that purpose, regardless of the order in which the speaker made his remarks. The usual speaker's style is to begin with minor elements, leading up to the big points late in his talk. This is the reverse of the news-story order. After selecting his lead, the reporter can hastily run through his notes and number the parts in the order in which he expects to use them in his story.

Statements in themselves mean nothing unless the writer has a clear understanding of the speaker's general point. That is why it is unsatisfactory for one student to take notes on a speech and another to write the account. The writer must be fair to the speaker by catching his point and transferring it to paper. Even without misquoting the speaker, the reporter's story may not be exactly fair to him. The mere words delivered mean but little if the story does not retain the tone and the significance of the speech and the occasion. It is unfair to play up a sensational statement unless it bears out the main topic of the speaker.



The lead follows the style of a news lead. It may summarize the general text or topic as delivered, it may open with a striking statement, or it may even begin with the speaker, the audience, or the occasion if any of these seems to be the significant point. If additional material has been secured through interview, perhaps it may suggest a lead. Naturally, the speaker's name and identification will come in the first or second paragraph.

The occasion or circumstances, the time, the place, and any other points giving the setting will come immediately after the lead, unless included in it.

In dealing with the speech itself, the writer can avoid monotony by varying his style with (1) direct quotations, (2) indirect quotations, and (3) summaries of sections of the speech. The latter technique enables him to boil down a long speech into a story of suitable length. It is best to avoid if possible both direct and indirect quotations in the same paragraph.

As he writes he must be on the lookout for synonyms to substitute for the speaker's name. Perhaps it is even more important to avoid repeating the word *said* throughout the story. A hasty review of some speech reports indicates the substitution of these expressions:

he warned	he urged	he pointed out	he favored
he proposed	he questioned	he expressed	he described
he commented on	he advised	he answered	he asserted
he reviewed	he added	he admitted	he compared
he predicted	he declared	he mused	he upbraided

Weighing these different expressions, it will be seen that some have been used as direct synonyms for *he said*, while others have been cleverly used to help summarize the speaker's attitudes as well as his remarks. After studying all the possibilities in covering speech reports, it can be concluded that the use of the word *said* just about strips the speaker's words of any tone or significance he wished them to convey.

Verbatim quotations—that is, direct discourse—are the spice in any speech story, if they are carefully selected and not so commonly used that they lose their significance. One part direct discourse, one part indirect, and one part summarizing statements is a good formula to follow when in doubt. Don't fail to use quotation marks with every direct quotation. Remember that when the direct discourse extends continuously for more than one paragraph, the quotation marks are used at the beginning of each paragraph, and at the end of only the last paragraph.

Remember that news stories can be written in an inverted-pyramid style that places the facts in the order of diminishing importance, or in a chronological form that places the events just in the sequential order in which they happened. And so it is in writing the speech report, a form of the news story. The reporter can list the speaker's points in the order of diminishing significance, or he can give them just as they were given by the speaker.

Now, let's study the examples carefully.



## EXAMPLES OF THE SPEECH REPORT

Two of the examples that follow are diagrams of speech reports that show the mechanical structure of each. Two other examples each show the speech report itself with the diagram beside it. Compare them by using these study questions:

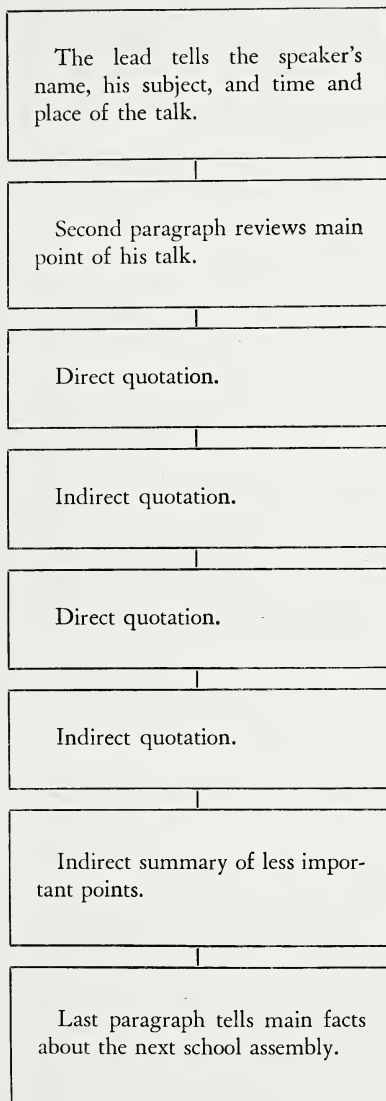
1. What kind of lead does the story have? Why did the reporter decide upon such an opening? Would you suggest a different opening statement?
2. When does the speaker's name first appear?
3. Is the speaker adequately identified? When?
4. Is the occasion fully explained?
5. When is the setting presented?
6. How are these three alternated for the sake of variety?
7. Does the story leave the reader with one definite impression of the message the speaker gave, of what he was trying to say?
8. Does the reporter leave out his own opinions?

When you write your own speech stories in connection with the assignments at the end of this chapter, refer back to this list of questions as a guide to help you.

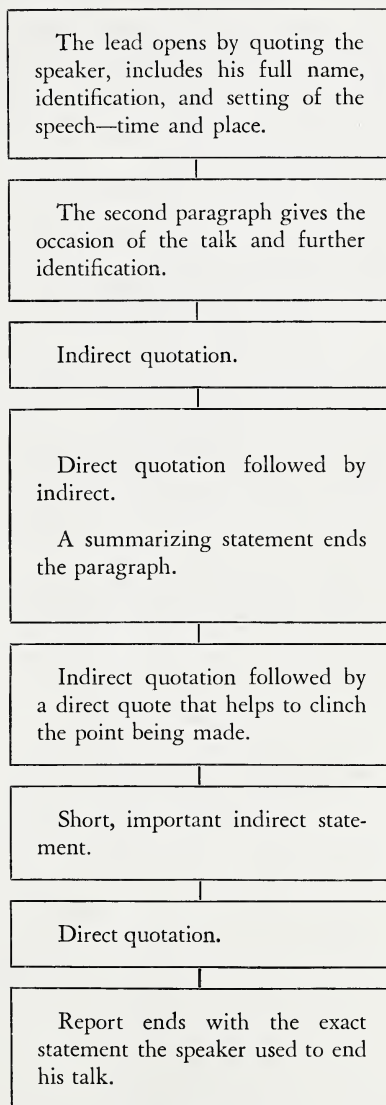
One of the best ways to study the construction of a speech account is to cut examples from newspapers and diagram each paragraph as shown in the two examples from school papers on page 163.

# Diagrams of Two Speech Accounts

## First Example



## Second Example



Example 128

# P-TA Panel Clarifies Laws Concerning Use of Family Car

Legal aspects of the child and the family automobile were clarified at the Dec. 1 P-TA program, prepared by Mr. Galt Schrader, driving teacher, and moderated by Mr. Sol S. Tversky of the Automobile Club of Missouri. An almost-capacity audience heard the discussion and asked questions.

Panelists, besides Mr. Schrader and Mr. Tversky, were Sgt. G. W. Thurmond of the State Patrol; Mr. Roland H. Bieser, representing insurance companies; Dr. Arthur Schikore and Mrs. Elbert D. Hansen, parents; and Ron Buk and Jack McIntyre, students.

Mr. Tversky explained that the new Missouri Safety Responsibility law is not a compulsory insurance law, but a compulsory accident-reporting law.

"Penalty for not reporting within 10 days an accident that involved property damage of \$100 or more and for personal injury is suspension of license for operator and driver," Sgt. Thurmond explained. "Penalty for use of car after suspension of license is \$500 and 60 days."

Correcting a popular misconception of the parent's responsibility for his child's driving, Mr. Kessling informed that the parent is responsible only when the child is his agent. The liability is no greater than that in an employer-employee relationship, he said.

"Automobile insurance rates are about doubled when persons under 25 drive a car," informed Mr. Bieser.

Dr. Schikore approved the use of the family car by responsible teenagers, and Mrs. Hansen said she thought a family should have more than one driver.

Summary lead, including in order—what, when, who, how.

Second paragraph identifies the panel of speakers.

Indirect quotation.

Direct quotation.

Indirect quotation.

Direct quotation.

Indirect quotation.

*Normandy Cowier*  
Normandy High School  
St. Louis, Missouri

*Example 129*

# Trinkle Talks To Convention On Education

Speaks at District E Meeting on  
Defects in Virginia  
School System

## Wants Better Schools

"In my judgment, the biggest problem that confronts the men and women of Virginia today is the education of our children."

With these words, Ex-Governor E. Lee Trinkle, chairman of the State Board of Education, presented the topics of his address to the District E meeting of the Virginia Education Association in the High School auditorium Friday, November 5.

Mr. Trinkle distinctly brought out four points which are necessary to improve the means of education for the children of Virginia. He said that there should be better school buildings, free textbooks, and a big health program, and that parents, teachers, and superintendents must work to correct the existing conditions.

## Stresses Crimes in State

Attempting to impress on his audience the lack of proper education in the State, Mr. Trinkle stressed these facts: only one fourth of the voting strength in Virginia take advantage of the privilege to vote; there has been a 37 per cent increase in insanity in the last five years; 88,000 people were committed to Virginia jails last year; and children under the age of twenty-one committed 17 per cent of the crimes in this state during the past year.

"There is a distinct need for educational advancement in Virginia from a criminal standpoint, if nothing else," declared Mr. Trinkle.

He added that parents need not worry about their children's future if they will make honest efforts to provide proper education now.

The  
Head

The lead features a  
striking statement.

The setting comes  
early in the  
story.

The account follows, alternating  
summary statements, direct quo-  
tations and indirect quotations.

## Approves Free Textbook

Since many parents are unable to pay for schoolbooks, Mr. Trinkle deemed it absolutely necessary that free textbooks be used in Virginia schools. Sixty per cent of the American school children receive free textbooks, yet this practice is not followed in Virginia.

Mr. Trinkle said the majority of failures in school work was due to some physical defect which a pupil might have without anyone's knowing about it. For this reason, the ex-governor advised that all schools should have a regular check-up on the pupils' health.

*The Chatterbox*  
George Washington High School  
Danville, Virginia

*Example 130*



# AP Correspondent Stresses Importance of Free Press

**Miss Veronica Kompanek  
Gives Address to Student  
Journalists at MSPA Meet**

"Never in history has the mission of a Free Press been so clear, so urgent and so useful as today," stated Miss Veronica Kompanek, AP editor in Washington, at the M. S. P. A. convention at College Park, Md., Saturday, Nov. 23.

"It is pretty plain that there cannot be a permanent world peace unless there is a free flow of information among all peoples, so that the people of any nation can have a tolerance and understanding of the problems of other nations. Those phrases sound most familiar to you, I am sure. There are many who consider them hackneyed and the ideas behind them somewhat beyond realization. Regardless, the obligation still exists and the world freedom of the press must begin at home."

## **Reporter Must Cover Every Aspect**

A reporter not only has to report just what happens or is said but frequently must carry it much further, tell what the situation means. For example Veronica mentioned the current coal situation. "You read not only the immediate developments in the coal negotiations themselves, but you read also of the effects on other industries, the miners' daily lives, the personalities of the principal figures, the historical significance of what is happening. Every aspect of an event is explored and thorough reporting leaves no stone unturned."

## **Modern Newspapers Best in History**

"America's newspapers are the best they have ever been, but the nation's publishers are cognizant of the fact that the surface has only been scratched in developing newspapers that are a real service to the public. In like fashion college and high school papers are the best they have ever been but the students also have only scratched the surface.

"We've got to remember particularly in

this restless age that educational centers are still the cultural centers of the country and if you contemplate newspapering as a career, here is your chance to get started," said Miss Kompanek. She also put across the fact that newspapering today is placing greater demands than ever on the best in education and thinking. A college education has rapidly become a widespread prerequisite to starting out even as a cub reporter and in large cities even copy boys and girls are college graduates, many of whom have even gone on to journalism schools.

*Alcohol Mirror*

Allegany High School  
Cumberland, Maryland

*Example 131*

## **Heiser Relates Adventure In Many Countries**

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### **Efforts To Bring Health To People Of Foreign Lands Re- counted By Author Of Noted Autobiography**

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"Any time you substitute a good water supply for a poor one, the death rate will come down on all diseases, not only intestinal but such far-removed maladies as rheumatism and pneumonia," Dr. Victor G. Heiser, noted physician and author of "An American Doctor's Odyssey," told a large crowd Thursday night at the senior high school auditorium.

The lecturer, brought here by the Fort Smith Teachers' Club, stressed the importance of a pure water supply in the control of sickness.

Speaking of his work in the Philippine Islands, Dr. Heiser told of the difficulties of obtaining artesian wells for improvement of health conditions. The Filipinos, being a superstitious people, did not care for the change.

### Polynesians Discussed

The lecturer, introduced by Dr. A. A. Blair, president of the Sebastian county medical society, as the "man who has contributed more to solving the problems of health than any other individual in America," told of his work in various countries of the world.

The Polynesians were dying off of measles by the thousands when Dr. Heiser began to study their health conditions. He declared that he had never seen any other race suffer as much from tuberculosis as did these people when the disease developed among them. The cure was to introduce the health methods of the white man to offset the diseases introduced by him.

### Leprosy Control Sought

Outstanding in the work in Hawaii was the control of the dread disease of leprosy, now giving way before effective treatment.

To see hope blossom upon the faces of people stricken through no fault of their own, was one of his finest experiences, the speaker declared.

The Japanese were characterized as the world's cleanest people, yet much was taught them in health work through Dr. Heiser's efforts. China, he thinks, would make important contributions to medicine if the country were given "a few years of peace and order."

### Beriberi Conquered

In Borneo, the strange disease of beriberi gave way among the government employees when Dr. Heiser introduced brown rice in place of the polished white rice in order to cure this food deficiency disease. In the Malay peninsula, the chief work was the control of malaria.

Promoted to the post of director for the East for the International Health Board, he spent twenty years in ceaseless travel in Oriental lands.

*The Grizzly*  
Fort Smith High School  
Fort Smith, Arkansas

*Example 132*

## WORK SHEET NUMBER 10

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*Step 1:* Read Chapter 10 on "The Speech Report" and consult additional references in the library.

*Step 2:* Clip a speech report from a daily paper and mount it. Study the story and estimate the approximate percentage of space devoted to direct quotation, indirect quotation, and summarization.

*Step 3:* After reading the list on page 161, make an additional list of all the synonyms for "he said" that you can think of.

*Step 4:* Clip leads for three speech stories from the daily papers—one using a summary, one using a direct quotation, and one using an indirect quotation in the lead.

*Step 5:* Clip from the daily papers a speech story which uses several direct quotations. Mount it and at the side rewrite those sentences containing direct quotations, making indirect quotations of them.

*Step 6:* From *The Reader's Digest* or a similar magazine select a short article that might serve as an address. Assume that the author appeared in your assembly yesterday morning and presented it. Write the story for the next issue of your school paper.

*Step 7:* Three of the examples in this chapter are diagrammed to show the construction of the speech story. Diagram Example 132.

*Step 8:* Mount a speech story clipped from a school paper, and diagram it in the manner of the examples in this chapter.

*Step 9:* As a class, agree upon a specific speech that is scheduled to be given over the radio sometime this week, and write a 200-word report of it. After the stories are written, discuss them in class, using the eight questions at the beginning of the examples in this chapter as a discussion outline.

*Step 10:* Find a speech story in a daily paper that seems to have followed the inverted-pyramid style, and another in which the reporter gave the points in just the sequential order that the speaker followed.

*Step 11:* Using the following facts, write three different leads for the speech report that is suggested. Classify each lead in accordance with classifications you learned in Chapter 3, and write them down in the order of your own preference.

Dr. Harry Sprague spoke to the students in assembly yesterday, third period. His subject was "Teaching, a Chosen Profession." He said that far too few high-school graduates go to college. He told of his own experiences as a boy. He is president of Montclair, New Jersey, State Teachers College. He said more good students should go into teaching, a profession offering many opportunities for community service as well as great personal satisfaction. After the assembly many students came up to him to discuss how they could get into teachers colleges.

### *Additional Activities*

*A.* Write a speech report of an assembly talk. Attach a paragraph telling how you have assured additional interest for those who attended the assembly.

*B.* Take notes on a radio address and write up the report for publication in your school paper.

*C.* Write a speech report of a sermon you have heard at church.

*D.* Prepare a written report, listing the ways in which speech stories and interviews are similar and different.

*E.* Arrange to bring a speaker to your class to talk on some topic of interest. Each member writes a report of the speech. Class discussion should follow.

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The examples of the speech report shown in this chapter are typical of the stories student reporters are turning in all over the country. Notice how well the reporter in each case has kept himself out of the story and how the six points on page 159 have been incorporated in the accounts. The ability to condense a long speech to a short, readable story without distorting the speaker's message is one that requires much practice.

# 11. Developing Skill in Getting Stories from People

## THE INTERVIEW

**The first real interview.** On July 13, 1859, Horace Greeley, editor of the *New York Tribune*, while on his way to the Pacific Coast, stopped at Salt Lake City and interviewed for his paper Brigham Young, president of the Mormon church. This is the first real interview known in the history of journalism.

Three months later, the elder James Gordon Bennett, editor of the *New York Herald*, published in his paper an interview obtained by one of his reporters in connection with the John Brown raid at Harpers Ferry.

The importance of the interview has grown in journalism until today it stands paramount as a technique in the handling of news events. Although its use has broadened, the basic purpose of the interview is still to obtain information. Greeley's interview, in the files of the *Weekly Oregonian* of Portland, shows that he went for information about the Mormon church directly to Brigham Young as the highest authority on the subject. His story shows that he went quickly into his subject, and his method of handling the story further reveals this intention of getting definite, factual information across to the reader.

The John Brown's raid interview, available in the files of the Congressional Library, likewise shows the interview to have been used as a direct method of getting an authoritative statement. A reporter was sent to Syracuse to see one Gerrit Smith, a rich and influential Quaker, to find out if the reports that he had secretly supported John Brown's raid were true. This interview was also made and reported in a point-blank fashion, and the story that appeared quoted Mr. Smith freely.

**The routine interview.** It can never be stressed too often that reporting is primarily collecting the news. As the reporter gathers the facts for his regular stories he naturally must talk with many people. He knows, just as did the editors of 1859, that authoritative data depend upon going to the proper

sources. These personal contacts that are made on his regular rounds form but one of the three classes of interviews—the routine interview. This informal discussion can better be called a tool of reporting than a true interview. The importance of going to the right person for facts has already been stressed, so we may turn to the second type of interview.

**The symposium interview.** Growing out of the regular news of the day has come the symposium interview, sometimes called group or composite interview, in which a number of people are asked to express their opinions on a timely topic. See Example 133.

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## Your Opinion

by Duncan 'n' Osborne

*In response to a controversy over an honor system at GHS, many students and teachers have expressed their views on its success or failure.*

The honor system improves the character and spirit of the individual. If a student takes the responsibility to improve himself there will be no need for telling on anyone or even thinking about anyone's cheating or doing things that will degrade the school.—**Jimmy Jordan**

**I think the honor system would be very good if it were enforced, but if it were not enforced it would do more harm than good. I suggest we try it a year and see how it works.—Rob Pearce**

We're old enough to be honest with each other and most of all, with ourselves. Let's not take a pessimistic view and just know it's going to fail. If everybody starts "at home," I think there'll be an honor system working before one is officially set up—**Amanda McConnell**

We are not ready for the so-called honor system. Already each individual student is on his honor to do right, but many are not doing it. I am in favor of greater emphasis on character building for the individual rather than a new system of school government.—**Mrs. Randolph**

I, personally am in favor of an honor system. As to whether an honor system will work in a public school seems doubtful to me, because if an "honor code" doesn't work in the leading universities and colleges where the students are hand-picked and supposedly "the cream of the crop," how would it ever work in a public school?—**Jimmy Armstrong**

**I believe it will make all of us realize our responsibility to be honest with ourselves, with our classmates, and above all, with God.—Bobbie Meeks**

The honor system isn't going to hurt anyone and it is bound to help someone. So I don't see why we shouldn't try it.—**Ann Carlson**

Real honor comes from being honest by choice and not by force. Students at GHS who wish to be honest will be without an honor system.—**Rooney Boone**

**I believe it would improve school spirit and school atmosphere.—Beckie Schweistris**

Honor is a sense of what is right and it applies to the recognition of one's title to respect. The honor system would improve school spirit and student enthusiasm, and we do need more of this.—**Sue Simmons**

*High Life*  
Greensboro High School  
Greensboro, North Carolina

Example 133



This type of interview, since it consists of the opinions of a number of people, limits each statement generally to a sentence or a paragraph. School papers often run an *Inquiring Reporter* column each issue, in which a number of students and teachers are asked to express themselves on a given question.

In writing the symposium interview, it is convenient to include the question in a lead, a lead that may or may not summarize the entire interview. The statements then follow, each in a separate paragraph that begins with the name of the author. Direct quotes are usually dispensed with to enable the reader to move more freely through the article.

School papers find it best to let one reporter handle the entire symposium. He secures better results if he engages his subjects in conversation and thus draws out their opinions on the question indirectly, rather than if he puts the question immediately and directly to them for an answer.

It is well to choose topics of real significance for the symposium interviews, as well as to ask the more trivial feature questions as "Who is your favorite movie star?" and "Which of our athletes has done the most for the school?"

**The conventional interview.** As journalism advanced, the purposes of interviewing broadened. Usually thought of as the true interview today is that in which the reporter devotes his entire story to one prominent or interesting person. It is really a member of the feature story family, a first cousin to the personality sketch.

A recent examination of over one hundred interview stories clipped from high-school newspapers revealed that there are about four types of subjects popular with the student journalist as he sets out to write an interview story.

1. The celebrity, the prominent person, often just in town for a day to appear with a benefit show, as leader of an orchestra, as the lead in a stage show or a musical, or as a speaker on a forum program. Especially are the movie stars and the leaders of dance bands popular with the student reporters.

2. The student who promises to be good copy because of something unusual he has done, is doing, or is about to do. The new student who has come from afar and the student with an unusual hobby are among the favorites in this classification.

3. The faculty member or other adult connected with the school who bears reader appeal.

4. The outsider who is not a prominent person, but is news because of something humanly interesting about his life.

Before continuing with other points about writing the interview story, let us drop in four examples, one of each of these types. They follow in the order given above. The first shows thoughtful reporting.

In the second of the four, Example 135, the simplicity is its charm. Nothing unusual about this newcomer to Central High, just a typical fellow thinking as any normal high-school boy thinks. The reporter had a fine appreciation of the commonplace.

In Example 136 the teacher interviewed is not the important subject, it is her pet skunk. Nevertheless, it is an interview because she had to do the talking with the reporter, and he in turn quotes her freely.

## *Hans Schwieger Brilliant Conductor*

Excitement mounts in the air, the lights have dimmed, and a hush falls upon the audience. A tall, charming young man walks on the stage, bows to the audience, turns, lifts his baton, and begins one of the outstanding concerts in which he has led the Fort Wayne Philharmonic Orchestra for the past two years.

Thus go the evenings of Hans Schwieger, brilliant composer-conductor who has put Fort Wayne "on the map" musically. Mr. Schwieger was born in Cologne, Germany, where he says, "I spent my boyhood getting into the usual amount of mischief."

### **Climbs To Success**

Beginning his studies in the Cologne schools, Mr. Schwieger intensified his musical training at the Universities of Cologne and Bonn. After graduating from these academies, he began the long, difficult climb up the ladder of success.

"In Germany," confided Mr. Schwieger, "a young hopeful conductor must climb to success through the opera houses. First he may become associate conductor in one of the smaller, lesser-known theatres; then perhaps he may conduct in a small town. Finally he is ready to become assistant conductor in one of the large cities such as Mainz. Only after traveling this long hard road will the public accept him as a first-rate musician.

"Though the long probation period may seem unnecessary," Mr. Schwieger continues, "one gets the chance to become familiar with the entire repertoire as well as the different types and sizes of orchestras."

### **Fame Comes Early**

While conducting at Mainz, Mr. Schwieger became famous in European circles, a fame which followed him to the Berlin State Opera, the Valhalla of German conductors, where, at the time of his departure from Germany in 1937, he was the youngest conductor of his country.

"Upon arriving in this country," says Mr. Schwieger, "I started an orchestra in South Carolina, which was the only professional one of its kind in the entire Southeast.

"It is hard to gain recognition in a foreign country, but finally I was given a chance to conduct opera at City Center in New York City, after which I obtained my present position with the Fort Wayne Philharmonic Orchestra.

### **Jazz Not A Dislike**

"Why, of course I like jazz," continues Mr. Schwieger with a disarming smile. "I much prefer good jazz to bad symphonic music. Today, however, very few men do justice to jazz. Duke Ellington, for instance, is one of the few who really puts his entire self into playing jazz.

"No, I have no favorite work," he grins. "I like a different piece every day, and I like all types of music. All people should be broadminded in regard to music and to other people. He who has prejudices against this or that always turns out the loser.

"Anton Bruckner is my favorite composer, though his works are not well known in this country. I also consider Wagnerian operas some of the most melodious and greatest ever written.

"Yes, I have done some composing," Mr. Schwieger continues modestly. "I felt, however, that I had no original feel and could not produce anything which had not been attempted before, so I gave it up. My place, it seems, is to interpret the music of those who cannot so well interpret their own works."

### Students Try Easy Way

To all music lovers and future musicians Mr. Schwieger says, "Unfortunately, most young people take up instruments like the clarinet or trombone which they can master in a short time. Most of these folks look upon string instruments as 'highbrow' and are

unwilling to enjoy them. Only by forgetting these prejudices can they become real musicians."

So the baton comes down, but the brilliant Hans Schwieger will continue to soar into the heights of international fame. What will the next stepping-stone be—Minneapolis, Philadelphia, Boston—who knows? Soon perhaps fate will find this beloved conductor at his goal—the New York Philharmonic Orchestra.

*The Northerner*  
North High School  
Fort Wayne, Indiana

### Example 134

## Brown Longing For Weather Of Minnesota

Roger Brown of homeroom 289 is looking toward the North with wistful eyes these days. Up in Minneapolis the lakes are frozen over and the hills are covered with snow. Roger lived there until last September.

Time was when Roger could pull out his skates any day and be assured of something to skate on. Usually he would pay a visit to Loring Lake where boys and girls of the community teamed up into duets and nearly melted the ice with their artistic efforts. (Roger, however, would attempt the frozen blue always by himself because he is a woman-hater.)

And he could eat smorgasbord with the best of them. "Smorgasbord," says Roger, "is a lump of fish, a bigger lump of cheese, and ten different kinds of pastry, all heaped on a plate next to a Bromo Selzer."

And there were a lot of pheasants, too, who always seemed in the correct position for having a crack taken at them. Roger would say a prayer, pull the trigger, perform a sort of post-mortem, and then take his loot home to the family.

Perhaps Roger appears sullen to the untrained eye, but to the person more experienced in the field of analysis the symptoms are unmistakable . . . homesick, that's all.

*The Centralian*  
Central High School  
Evansville, Indiana

### Example 135

## Sweet-smelling skunk makes lovable, loyal pet

This is the story of Seaforth, a lovable, well-behaved little woodpussy, who was born in the northwoods of Minnesota six months ago.

Mrs. Ralph Wilson, substitute Spanish teacher, brought him home with her after a camping trip this summer,

and she says he is as cuddly as a kitten and as loyal as a dog.

"The trip home was rather trying, as I was getting a group of campers on the train and for the moment I had completely forgotten Seaforth. But I remembered him when I heard the

station agent say, 'You can't take that skunk along; it's a wild animal.' I showed him the permit from the president of the railroad; so he took the shipping order, filled in the blank to read, '*Cat in cage.*'"

Seaforth follows Mrs. Wilson around the house so close at her heels that she bumps his nose at every other step. The only way she can get rid of him is to step aside quickly, whereupon, because of his extreme nearsightedness, he loses her completely. He has a habit of tipping things over in search of his favorite food, chocolate candy.

"But," says Mrs. Wilson, "there is really no point in punishing him as he isn't intelligent like his playmate Odif

(Fido spelled backwards), our beagle, who has been trained so that he will not harm Seaforth. Naturally the skunk takes advantage of this, chasing Odif around the yard, biting him in the legs."

And it isn't necessary to hold noses around Seaforth—he's been deodorized. Since he gets a weekly bath, he smells as sweet as the brand of male cosmetics after which he is named.

*The Pioneer*  
Southwest High School  
St. Louis, Missouri

*Example 136*

A zoo, an elephant keeper, the death of an elephant, and the keeper's daughter in school—the makings of a human-interest interview that marked Bill Rost as copy for the paper, thus the fourth example, Number 137.

## ***He suffers three hours per day atop Miss Jim***

by Esther Cowan

"After five minutes you get blisters, after ten minutes you get calluses, and after fifteen years you can qualify as a dead-end kid," is the way in which Bill Rost, elephant keeper at the zoo, describes his three-hour daily jaunt on the back of Miss Jim, the zoo's 69-year-old elephant.

"Miss Jim has a daily minimum of three hours' exercise to keep her muscles from stiffening. She is the oldest elephant in captivity and though she used to ride over 200 children an hour, she doesn't any more because of her age—she can't take it."

Recalling past experiences, the elephant keeper remembers how Martha, the elephant who preceded Miss Jim in the elephant house, went mad, attacked her keeper, David Frede, and almost killed him. He was saved by the quick thinking and daring of Bill Rost.

After this episode Martha was fed enough cyanide and strychnine to kill 200 persons but it didn't even faze her. A rifle bullet bounced off her thick hide, scarcely wounding her.

Finally, a gun which discharged a five-and-one-half-inch shell at the speed of 4500 ft./sec. was fired at her head, wounding her deeply and causing her to spin once around in her cage. It was a second shot which killed her, and after a half-turn, she crumpled to the floor—7000 pounds of dead weight. Her skull was preserved and it can still be viewed at the zoo with one of Miss Jim's teeth.

When the gigantic dental feat was performed, Mr. Rost was one of those in attendance. An attempted pulling was half successful with a pair of pliers, but a hay hook finally finished the job. The tooth was found to weigh five pounds!

Maybe the name Rost seems familiar to you—especially if you are semester three, because among your number is little Charlotte Rost of Miss Trotter's advisory group. She's one girl you can't kid about having relatives at the zoo, for with her it's no joke.

*The Pioneer*  
Southwest High School  
St. Louis, Missouri

*Example 137*

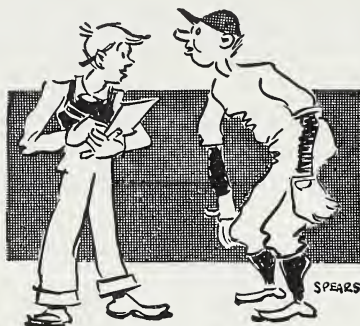
**Preparing to interview.** Good interviews do not come by chance. Once the reporter has a good subject in mind, he still has much to do. These fifteen pointers may be a help:

1. Arrange in advance for the interview, if possible. Few prominent people will give an audience without a definite engagement.
2. Know all that is possible to know in the given time about the person before interviewing him.
3. Choose one or more topics on which to conduct the interview, being guided by the situation and the person.
4. Outline in your mind a few definite questions that will lead through the topic you have chosen.
5. Meet the person courteously. Make yourself, your paper, and your mission known, and go directly into your topic.
6. Don't use a notebook. Have available copy paper and pencil for taking down data and statements that need to be quoted. Use them sparingly.
7. If the person strays from the original topic, let the nature of his remarks and the importance of your original plan determine the advisability of leading him back to the main channel.
8. Concentrate closely on his remarks, for understanding is far better than a shorthand account of what he says.
9. Write the interview soon after it is made, while the impressions are still fresh in your mind.
10. Put the big feature of the interview in the lead. Include no later than the second paragraph the setting—time, place, and occasion.
11. Alternate, not too obviously, direct and indirect quotations, for variety. Do not include the two in the same paragraph. To condense and to handle less important material, summary paragraphs may be used here and there in the story.
12. A question may be stated here and there, either directly or indirectly.
13. The question-answer treatment may be used if it can be done without dullness. In this treatment the story opens with a lead and one or two other paragraphs that furnish summary and setting. The account then continues with each question being stated, followed by its answer. See Example 143.



14. With the exception of the interview that seeks information alone, it is well to bring out the personality of the subject. This can be done without giving your own opinion. Noting mannerisms, actions, and setting helps. Description may be brought in here and there.

15. Use the telephone in interviewing but not at the expense of good coverage.



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## EXAMPLES OF THE INTERVIEW

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### *Singing Custodian Sweeps Students Off Their Feet With Hick Tunes*

If you hear the strains of a hillbilly tune syncopated by the swish of a broom, the odds are two to one that it's Paschal's leading contribution to the "Amalgamated Hillbillies Of America," the singing custodian.

Richard Pond, pride of Parker County, yowled his first yodel in Weatherford, center of the watermelon region, and his 250 pounds leave little doubt as to why he got the nickname, "BIG Richard." He proudly states that he lived in the country around Weatherford for so long that when he came to town and took a blood test it checked out 95 percent watermelon juice.

Big Richards, a real music lover, rates "Rainbow at Midnight" as his No. 1 song along with "Filipino Baby," although he likes almost any music, "just so it ain't a popularity tune."

Gene Autry is his favorite vocalist but Eddy Arnold and his Tennessee Plowboys also touch a soft spot in his heart.

When complimented on his singing, Big Richard blushes, leans on his broom and mutters, "Shucks, tain't nothing."

*The Pantherette*  
Paschal High School  
Fort Worth, Texas

*Example 138*

*Example 139* on the next page is from *The Jackson Journal* of Jackson High School, Charleston, West Virginia. *Example 140* is from *The Spokesman* of Marshall High School, St. Paul, Minnesota.

# Blackstone Baffles Spectators By Performance of Stunts, Magic

*By Adell Heavener*

"Magic is O. K. for a hobby," stated Harry Blackstone, world's foremost magician, "but I wouldn't advise it for a life's work, because it isn't worth the effort, time, and expense put into it."

This master mystic appeared in Charleston, January 31 and February 1, in three baffling and exciting performances. His antics delighted all members of the audience, both young and old, and many were heard later wondering at possible answers to the secrets.

Mr. Blackstone showed a keen enjoyment in performing for the people, and one could see he was having as much fun as the spectators.

He baffled one and all by sawing one of his twelve pulchritudinous assistants in half with a buzz saw. The show was full of disappearing girls and seemingly impossible feats.

One of Blackstone's most famous illusions is the Indian rope trick. In it a rope rises of its own accord, while a man climbs it and vanishes from the top in a cloud of smoke. The newest member to the cast is a young burro who joined the troupe just two weeks ago.

When asked how he learned magic, Mr. Blackstone replied that he was inspired as a little boy by the great magician Kellar. From then on he studied books and watched other magicians until he became a master of magic himself. He has been a professional magician for thirty years.

*Example 139*

## Rubinoff Informal

**By LESTER FISHHAUT**

"The way swing music is played now, with the different sections of instruments," stated Rubinoff, the violinist, "is just as scientific as the way a symphony orchestra plays the classics and for that reason it has a future."

As the words "St. Paul Hotel" embossed on the rug caught his eye it caused him to recall that in St. Paul,

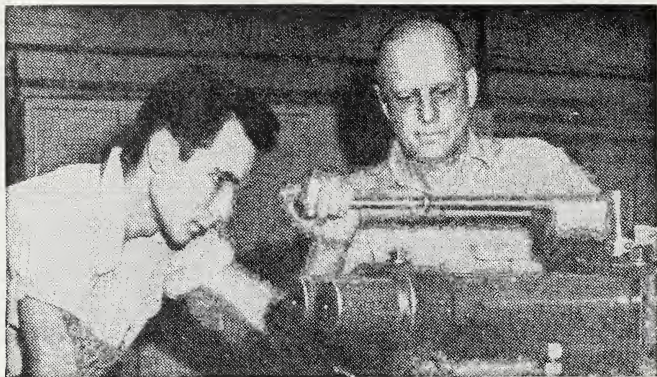
30 years ago, he had started on the road to fame.

Rubinoff has this to say to musically inclined students: "There are definitely not enough concert violinists. I think it's because the kids are afraid to play the violin—they think it's too tough!"

Although he has several other homes, Rubinoff named Dallas, Texas, as his residence and proudly displayed Texas auto license O—which has been his number for the past few years.

The noted maestro's informality is the most amiable thing about him. His eyes shone big when he said, "Tell the young people this: Take advantage of all the educational opportunities offered in school—you'll never regret it."

*Example 140*



*Photo by Ken Kutina*

**NEW MILLING MACHINE** is being demonstrated for Jerry Horvath, 12B, by Elmer Stute, machine shop instructor.

## *New Tools Train Mechanics*

By Jeff Sammons

Down in Adams's basement can be heard a part of the sound that has helped to make America great. It is the roar and clatter of the machine shop.

Reinforced by seven new machines acquired from East Tech, the shop now covers all types of standard machine tools. These machines are four large lathes, valued at \$2,500 apiece; a horizontal milling machine worth \$10,000; a heavy-duty shaper which costs \$6,000, and a surface grinder which carries a \$1,500 price tag.

"We are not here to create a high degree of skill," declared Elmer Stute, machine shop instructor, "but to create an understanding of the fundamentals of machine tooling."

The shop has an annual budget of \$500 and carries from 100 to 110 boys each semester. Of these, about half are tenth graders who will stay in the class for nine weeks before moving on to another shop. The other half is divided into two advanced classes.

"Motivation," commented Mr. Stute, "is important in education. It must come from a knowledge that you're doing a difficult, worthwhile

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**job." He feels that the new machines help the boys to do jobs that present more of a challenge and are designed to help make better mechanics out of them.**

"A boy who has high school machine shop training will advance a lot faster than one who hasn't," the instructor stated. "We try to follow accepted shop toolroom practice."

Mr. Stute urged boys going into the machinist's trade to stay in school and learn the fundamentals, saying that it meant the difference between becoming an apprentice rather than a production worker.

*John Adams Journal*  
John Adams High School  
Cleveland, Ohio

*Example 141*

## *From Doves . . .*

### Richard Williams Wins Honors

## *. . . To Pigeons*

A modest, good looking, ever smiling boy—that's Richard William, the one person in Monroe High who could probably write a book on pigeons very easily.

Beginning his career as a pigeon racer by first caring for a turtle dove, Richard has now increased his fold to 28 homers, in which he believes he has some of the finest in the country.

Richard is a sophomore at Monroe, and his favorite subject is art. By the way, the cut with the pigeon on it was made by Dick himself.

His feathered buddies, which have already won him three coveted diplomas or prizes, among which are a first and two seconds, are well on their way to higher levels of fame in future years, as Dick sees it.

Dick believes that his hobby should not be taken up by just anyone, for the

person who wishes to indulge in such an interest must first have the love for birds and animals. And don't think it



isn't work, for they must be fed twice a day, and their pen cleaned once per day.

*The Monitor*  
Monroe High School  
St. Paul, Minnesota

*Example 142*

## **Amby Tells of Feeling Before Encounters**

"The Hilltop's big moment," U. S. C. Quarterback Ambrose Schindler, candidate for All-American honors and a graduate of the class of San Diego High School, recently answered by mail a set of questions asked by Catherine Smith, Russ reporter. Here are the interviewer's questions and the answers of Schindler.

**Q.**—What are the chief differences between playing high school and college football?

**A.**—The big difference between high school and college football is that high-school teams usually have one or two outstanding players, while colleges make a "collection" of these players and in this way make all-round strong teams.

**Q.**—Like many other football players, do you feel as though your stomach were going to drop out, or just how do you feel as the game begins?

**A.**—A weak feeling in the stomach is very common just before a game, but I have had the rather quaint satisfaction of having it leave the moment the ball was kicked. This is also the experience of other boys.

**Q.**—Is the strategy U. S. C. is using this fall any different from that of former years?

**A.**—Football strategy remains quite the same through the years. It is more or less



a question of having men to function properly.

**Q.—What was the most exciting game you ever played at San Diego High?**

**A.**—It is a hard job to say which high-school game was the most exciting I ever played. They all were exciting to me with possibly the Long Beach Poly and Hoover games having the edge.

**Q.—Into what field do you intend to enter upon graduation?**

**A.**—I intend to enter the coaching profession upon graduation from the University of Southern California.

*The San Diego Russ*  
San Diego High School  
San Diego, California

*Example 143*

## ***Amidst Dismembered Violins, Cellos, Olav Breivik Creates, Repairs Instruments***

A cello without a front lies naked in a corner. A violin with a broken neck languishes on a table. Through the big bay windows the October sun plays with the color tones in the varnish of a rare old viola.

This is the workshop where Olav Breivik creates and mends stringed instruments for Milwaukeeans and visiting artists. And to this workshop once or twice a month he brings Shorewood school violins, violas, cellos, and basses which need repair.

Pipe between his teeth, the big man comes out of the back room to talk. His native land still clings to his tongue as he tells why he left Trondheim, Norway, to come to America in 1923.

"The cities are too small over there to produce much music, so I came to America where there is more opportunity."

Although he received enough of a taste of his trade in Norway to know that he liked it, he gained most of his skill in this country.

"You keep on learning all the time," he affirms, "mostly through handling fine instruments."

Many a Chicago symphony player has been able to appear in concert because of Mr. Breivik's last minute repairs. Less frequently he has ministered to stricken instruments of the major symphony orchestras touring the country.

Among individuals whose instruments he has handled are: Uno Nyman, Wisconsin composer and violinist; Ernst Friedlander,

cellist with the Pro Arte quartet at the University of Wisconsin; Cyril Glyde, violinist with the Harthouse quartet; and Harold Otis, called the "best hot fiddle player."

Particularly interesting to Milwaukeeans are instruments Mr. Breivik made of wood salvaged from Saint John's cathedral after the fire. He used pine obtained from the rafters for fronts of seven violins, violas, and cellos, and fashioned the backs and sides from maple. Among the group of seven he made a quartet of instruments with matching tone. Joan Beutell bought the cello from this quartet.

He follows the playing of the people whose instruments he repairs and has come to be respected as a critic of music. Musicians who leave the city come back to him to talk about their pasts and their futures.

Wiping his hands deliberately on his apron, Mr. Breivik estimates that he has made between 60 and 70 instruments.

"No, I am not making anything right now; I am too busy," he says. He stops a minute, as if trying to capture a feeling, and then explains, "There must be peace and a certain frame of mind before you can create an instrument. You have to hear the tone first in your mind."

And he stops again as if perhaps he hears it.

*The Shorewood Ripples*  
Shorewood High School  
Milwaukee, Wisconsin

*Example 144*



## WORK SHEET NUMBER 11

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*Step 1:* Read Chapter 11 on "The Interview" and consult additional references in the library.

*Step 2:* Clip from the daily papers and mount an example of each of the three interview types: routine, symposium, and conventional.

*Step 3:* From last week's school paper select five news stories that required routine interviewing, and indicate who was probably interviewed in each case.

*Step 4:* List five timely school topics that could be used as subjects for symposium interviews. Avoid trite questions.

*Step 5:* Using one of the topics listed in Step 4, conduct a symposium interview among eight students and teachers. Write the story in 250 words.

*Step 6:* Subjects for the conventional interview might be classified into four or five groups. For instance, (a) people who have had interesting experiences, (b) those who are able to give an opinion on a particular subject, (c) those who have achieved fame, (d) those who hold a prominent position, and (e) those about to do something unusual. Add any other classifications you can think of, and then list one person under each who might be interviewed for the school paper, giving the topic.

*Step 7:* Prepare to make one of the interviews which you suggested in Step 6 by listing eight questions to guide you. Obtain the interview and write a 300-word account, following suggestions 10, 11, and 12 under the discussion of the conventional interview on page 175.

*Step 8:* In Example 134, the writer first identified Schwieger as composer-conductor. List six different ways you might refer to him in the story to secure variety.

*Step 9:* In Example 134, the story indicates rather clearly the questions that the reporter asked his subject during the interview. List those questions.

*Step 10:* The style of writing used in the speech report and in the interview is the same in that direct and indirect quotations are used frequently. List a half dozen pronounced differences between the two types of stories.

### *Additional Activities*

*A. Group activities.* Consider the topics listed by members of the group in Step 4. As a group choose one not already used in Step 5. Each member should then interview three students or teachers on the topic and come to the next class with his findings written up. After each member has read what the others have written, he should write a lead for the story. After the group has selected the best lead, combine it with the rest of the story.

*B.* From the list which you prepared in Step 6, choose another person and interview him. Write the interview in the question-answer style indicated in suggestion 13 under the discussion of the conventional interview, page 175.

*C.* Arrange to bring a student or teacher to class to be interviewed on some interesting and timely subject. Conduct the interview in front of the class so that all members may take notes. If each class member writes up the interview, the stories may be discussed the next day.

## 12. Turning to the Records for News

### PRINTED SOURCES

A reporter secures the facts for his story (1) as an eyewitness, (2) through interview, or (3) from printed sources. The term "printed source" has come to include not only materials actually printed, but also other ready-to-handle records such as mimeographed bulletins and letters either typed or written by hand. The purpose of this chapter is to make you more aware of this third way of securing a story.

**Printed sources in the school.** Many printed sources of news appear every week within the school itself. A few of the common ones are: (1) the lists of honor students issued at each grading period or at the end of a semester, (2) athletic schedules, (3) new student government regulations, (4) minutes of meetings, such as those of the student council, (5) the morning notices, (6) the list of subjects to be offered the next semester, and (7) financial statements issued in connection with school activities.

These are handled in every school newspaper office right along as routine materials, with no particular thought on the reporter's part of how much he actually depends upon previously tabulated or recorded facts in preparing his story for the next issue. Another source is the letter. The principal receives letters or communications of general interest, often about students who have left the school. Students and teachers who have moved to other communities often send back interesting letters to their friends. Unless the staff is alert to this rich source of news, much of this material will not be brought to light.

By examining some of the stories that have been written from these within-the-school sources, we can better appreciate the variety of such as well as the reporter's approach to handling the material once it is in his possession. The first example that follows, Example 145, shows how a reporter put his news sense to work with a set of dry-looking daily attendance reports. Every school office issues a daily list of absentee students, but only one school in a thousand has sensed news value in them.

# Absentee Lists Show Varied School Trends

By Arthur Hanson

Every morning during the first period, a girl from the office brings around a sheet of paper to each teacher. Anxiously awaited by the instructor, this is simply a list of the students who have been reported absent by their homeroom teachers.

Most teachers probably throw these sheets away, but if the lists are saved, as a few teachers have saved them, they provide an unusual record. Simply glancing at one of the absence listings, sometimes long, sometimes short, doesn't show much, but if the names are counted and the totals put down in table form opposite the dates concerned, a number of interesting facts can be gleaned from them.

For instance, as most of you will remember, we had a heavy snowfall, our first of the year, Wednesday, December 5, after we had already arrived at school for the day. Although the snow had begun to fall early in the morning, there was still not enough to keep students from getting to school. The absence that day was 114.

## Snow Affects Absences

All through Wednesday and most of the night, the snow continued to fall, and by Thursday enough students were snowed in to bring the absence total up to 147, the highest it had been all year. As the snow began to melt and the weather cleared up, the rising temperatures brought 32 of those students back to school Friday to reduce the number of absentees to 109.

Another interesting fact is noted as one glances at the absence sheet for October 17. What happened on October 17? That was the day of the big entertainment show of the year, the Jackson Jollities. The show was advertised for many weeks previously, and on that day only 29 pupils were absent from classes, the lowest number since the first week of school. Perhaps it pays to advertise.

School was dismissed at 3 p. m., Wednesday, November 21, for Thanksgiving vacation. This was followed by at least two solid days of feasting and forgetting (mainly school). The effects were drastic and quite obvious. Monday's absentee list had swelled to a total of 121, the highest figure reached until that time. Maybe it was too much turkey.

## Compare Weekly Averages

Weekly averages also provide a means of comparing absentee lists.

Naturally students began the first week of school in good style, the average for the first full week being only 42. Monotony began to set in and a few more students decided to take a short rest, bringing the second week's average up to 60.

Next week's average improved slightly and the record stood at 48 for two consecutive weeks. Then as football season drew into full swing the average went down to only 41, even better than the first week's record.

During the next four weeks the list became fairly consistent in the high fifties, but the total sprang up in the week of November 13 to 75. From there it rapidly ascended near the one-hundred mark and rose to a high of 117 during the week of November 26.

Such attendance records as these would warrant investigation and study by persons trained in statistics and their relation to sociological problems. But through the few facts shown above, it has been pointed out that our daily attendance at school is affected by such matters as snow, an abundance of turkey, a football game, or even an assembly.

*The Jackson Journal*  
Jackson High School  
Charleston, West Virginia

Example 145

The mimeographed honor roll of top ranking scholars is commonly issued in the schools, and it is commonly reported in the school press. The writer of the article that follows, Example 146, was not content to write a summary lead and then to follow with the lists of names by classes, as is commonly done. Instead, he studied the report, made a few calculations, and issued a story with a feature touch here and there that meant greater reader interest.

## ***Statistics show that seniors are smartest***

Now that most students have gotten over the shock of seeing their report cards for the first time this year and all's well on the home front again, it might be interesting to take a look at the all-school statistics which are compiled at the end of each grade period by the Grade Distribution committee, which is headed by Miss Eva Dunn.

First of all, there are the percentages; the seniors led in this department with an average of 2.2874; the freshies ran next with a 2.1154 average. The sophomores nosed out the juniors for third place, having a 1.9607 average as compared to the junior averages of 1.9081. The all-school average was 2.0675.

When the job of figuring was completed, it was found that five out of eleven senior homerooms were above the class average. Miss Adele Fredrickson's group led them with a 2.4631 average. Mr. A. J. Berg's homeroom had the highest junior average, which was 2.0693; five other junior homerooms were above average and six were below. Mrs. Chloris Ruble's sophomores, with a 2.3235

average, led the field of seven above-average groups. Eight out of fifteen freshman groups were above the class average; they were led by Mr. Clayton Smith's charges, who had an average of 2.3603.

Believe it or not, there must have been some happy parents the night of October 16, for forty-four braintrusters made the high honor roll. They were: seniors, Arthur Ahrendt, Norma Callecod, Robert Fitzner, John Lindholm, Flora Jean McKee, Donna Pankonien, Judith Toubes, William Whitney, Nancy Williams, and William Woodhull; juniors, Mary Elphick, James Ephgrave, Marvin Gavin, Donald Hunter, Walter Pahnke and Jauncey Sweet; sophomores, Adele Edwards, Geraldine Jensen, Mary Ann Krebs, Helen Meade, Wilma North, Thomas O'Neal, Yvonne Pugh, Helen Sarff, Kenneth Stead, John Wilczynski, Betty Yanson, and Robert Zarosi; freshmen, Mary Biskie, John Blair, Charles Brown, Angeline Candeloro, Evelyn Chudy, Doris Eickhoff, Dario Garibaldi, Jocelyn Goebel, Geraldine Kaluza, Tom Montella, Geraldine Pagoria, Earl Semones, Marilyn Shanks, Donna Spearman, Mary Specca, and Loretta Vasek.

*The Broadcaster*  
Bloom Township High School  
Chicago Heights, Illinois

*Example 146*

*The Wy-News* is one of a few high-school papers that are giving their readers the minutes of the student council meetings just as they were originally recorded by the secretary. Naturally this does not interfere with the additional coverage of important council action in straight news stories on page one. Although the work of the council is important, the editor must consider reader interest before he adopts such a policy. An examination of Example 147 reveals many student names.



# R. S. U. MINUTES

The Wy-News has added a new service for the students and teachers of Roosevelt High School. Beginning with this issue, minutes of the Roosevelt Students' Union meetings will be published.

## R. S. U. MEETING

### DEC. 16 — 1st HOUR

President called the meeting to order. Minutes of last two meetings were read and accepted.

Barbara Sheets gave a report on the paper drive. A total of \$94.44 was made.

A discussion was held about the problem for the organization. Dan Fogel moved that a committee of four be formed to investigate the pins and other problems. Motion was seconded.

Don Cooper moved to amend the motion to read eight persons. Motion was seconded and carried. Original motion was carried.

The drawing for the paper drive was held. Harold Jacobson, as a representative of the press, made the drawing. The winner, Patsy Riley, was awarded an annual.

Meeting was adjourned.

## R. S. U. MEETING

### JAN. 6 — 2nd HOUR

President called the meeting to order. The minutes of the last meeting were read and accepted.

Beverly Banks gave a report on the handbook.

Rita Gazdag moved that a committee of four be formed to present a resolution to the assembly concerning ways for teachers and students who have no connection with the assembly to find out what we are doing. Rita Gazdag seconded it. Motion carried. Barbara Sheets, Bonnie Nelson, Joe Valentine and Bob Kurtz are the committee.

\* \* \*

**DON COOPER** moved that this same committee have the duty to reverse Dan Fogel's motion so that these people can get their ideas to the assembly. Joan Johnson seconded it. Motion carried. Joan Lewandowski and Dan Fogel were added to the committee.

Joan Johnson gave a report on the election. The results were:

President—Barbara Sheets 590; Jack Gray 457.

Vice-President—Doug Raine 628; Charlie Anderson 419.

Corresponding Secretary — Naney Stultz 581; Phyllis Burgents 464.

Recording Secretary—Beverly Banks 646; Dan Fogel 411.

Treasurer — Ernie Mayoras 706; Don Cooper 339.

On the average 1050 people voted.

Meeting adjourned.

*The Wy-News*  
Roosevelt High School  
Wyandotte, Michigan

### *Example 147*

Now and then there is issued in the school a financial statement of student activities that bears interest for many students and deserves attention in the paper. In fact, if such are not commonly issued, the staff of the paper could encourage it. It is best not to rewrite such a report, but to hand it on through the columns of the paper in its original statistical form. That was done in Example 148. In the case of the other report, Example 149, the items were so few it was good judgment for the reporter to build around them with a story. Single athletic contests, as well as an athletic season of one particular sport, lend themselves to this type of treatment. Stage productions are also good subjects for financial statements.



# G.O. Receipts And Expenditures

## For Last Semester's Activities

### We Received Cash from the Following G.O. Activities:

G.O. Membership .....	\$ 2,858.65
Ads in the G.O. Booklet .....	113.02
Mirror Ads .....	305.45
Monroe Doctrine .....	993.60
English Periodicals .....	1,403.18
English Envelopes .....	134.75
Renting Towel and Soap in Pool (Boys) .....	139.20
Renting Towel and Soap in Pool (Girls) .....	194.25
Sale of "Newsweek" .....	697.79
Sale of "Time" .....	25.36
Sanitary Supplies .....	110.68
Interest Earned on Savings Acct....	132.18
Interest Earned on War Bonds.....	175.00
Jewelry for Grads. 1/47 .....	372.00
Jewelry for Grads. 6/46 .....	108.00
Locks for Students .....	561.00
Athletic Activities .....	2,006.85
Biology Advance .....	51.86
Club Activities .....	14.30
Credentials .....	20.00
Popular Science .....	119.85
Typewriting Envelopes .....	7.35
Junior Prom 6/46 .....	112.19
<b>Total Cash Receipts .....</b>	<b>\$10,656.51</b>

### We Spent Cash for the Following G.O. Activities:

Cost of Printing G.O. Booklet, Post- ers, etc. ....	\$ 279.30
Cost of Printing Mirror .....	1,434.11
Cost of Printing Monroe Doctrine...	1,125.25
English Periodicals .....	1,301.50
Cost of "Newsweek" .....	696.80
Cost of "Time" .....	25.36
Band, Orchestra, Glee Club.....	197.66
Annex Expenditures .....	94.32
Stagecraft .....	353.46
Supplies for Pool—Girls .....	113.01
Supplies for Pool—Boys .....	21.00
Scholarship Awards .....	83.07
G.O. Office Expense .....	89.89
Shop Activities .....	21.60
Jewelry for Grads. 1/47.....	372.00
Jewelry for Grads. 6/46.....	108.00
Insurance Cost .....	161.20
Expressage .....	21.92
Bulletin Boards .....	21.75
Miscellaneous .....	43.02
Athletic Activities .....	3,112.86
Club Activities .....	645.93
Biology Advance .....	78.87
Home Nursing Advance .....	4.68
Sanitary Supplies .....	98.00
Traffic and Patrol Squad .....	58.00
Locks for Students .....	592.70
Credentials .....	22.75
Popular Science .....	149.85
Junior Prom. 6/46 .....	149.25

**\$11,477.11**

Total cash payments exceed total cash receipts due partly to the fact that some of the items bought in January, 1946, which is the preceding term, were not paid for until the term beginning February, 1946.

Lucille Cohen 6-1  
Augusta Ehrenhardt 6-1  
Student Treasurers

*Monroe Mirror*  
Monroe High School  
Bronx, New York

*Example 148*

The letter that appears as Example 150 was published by the editor of the school paper just as he received it. This is the natural handling of such a contribution. It is either published as is, or is completely rejected. Space prevents us from publishing a companion letter to this one, one written by a parent on the same topic of home study. It appeared in the *Grist* the following issue.

'Death Takes a Holiday'  
Yields Profit of \$778.54

Seniors, Home-School Contribute Profits to Scholarship Fund

Miss Mary Henderson releases the following financial statement covering the Senior Class Play, "Death Takes a Holiday," produced Saturday, November 20.

The production netted a profit of \$778.54, which will be divided equally between the senior class and the Home and School Association. Ticket sales amounted to \$685; patrons and patronesses, advertising and commercial patrons contributed \$920.98 of which half is presented to the junior class to subsidize its Junior Night production and half, \$460.49, supports the Senior Play. When expenses, amounting to \$366.95, have been deducted from box-office receipts and contributions, totaling \$1,145.49, the production realizes a profit of \$778.54 for the class.

The senior class contributes its share of profits to the Henry W. Foster Scholarship Fund, while the Home and School Association further endows its own scholarship aid fund.

Recapitulation

Patrons, Patronesses, Advertising and Commercial Patrons .....	\$ 920.98
	<hr/>
	\$ 460.49
Ticket Sales .....	685.00
	<hr/>
Total .....	\$1,145.49
EXPENDITURES .....	366.95
	<hr/>
PROFIT .....	\$ 778.54

*The Columbian*  
Columbia High School  
South Orange, New Jersey

Example 149

OPEN LETTER  
TO TEACHERS

Homework, too much or too little, is a problem that requires much study. What are the aims and accomplishments which require school work to be done at home? Are teachers fair to use homework as a disciplinary measure when the majority of students are good citizens? Must we assume that educational growth stops when books are put aside? Is it possible that students who are immature in the sense of educational responsibility may be encouraged to cheat by copying required assignments when they (the cheaters) do not budget their time properly? Is the teacher making extra work which will require many hours to correct, hours which might be spent more profitably in improvising, fitting the subject to our modern world? May there not be activities outside school of greater educational value than the work usually assigned?

The student's work should be done in school—so should the teacher's. Instead of amassing a great number of facts, the student should be encouraged to think. Vital issues confront the students; these should be discussed in class. Textbooks, however modern, never can keep pace with today's world.

Years ago we had eight forty-five minute classes. To prove that education was not static, a change was made to six periods a day, each class to be one full hour. Supervised study was recommended as a way to aid the retarded student. The usual procedure was forty minutes of recitation with twenty minutes of supervised study. Supervised study has fallen into disuse through the failures of supervisors to insist or suggest that new teachers follow any particular method. Consequently, the hour period has become a drag on the poor student. It is difficult for immature groups to sustain interest for so long a time. Many teachers are either indifferent or unaware that the interest is gone.

Trying to solve the homework problem is in the end a waste of time. No teacher should have the absolute conviction that what he does is always right. Much of the student's failure is our own, and no amount of homework will ever eliminate failure.

If we were farmers, the problem would be simple—the best cattle are kept, the scrubs are sold. If fields are planted to oats, and they do not grow well, basic things are studied. The soil is analyzed and the seed is tested for germination. Too often in education we are inclined to expect the same seed to grow anywhere. Yes, we analyze the student, but there are other factors.

The student is growing in the community—he has obligations in his home and in his church. He also has his enjoyment

of life itself in books, nature, and his friends. I would like to promote his being a more important part of that community by reducing his homework. Indeed there should be no homework at all. An hour period gives time for work in class—the study halls should insure that all work be done in school. Regardless of homework, the conscientious student will do well. It would be better if we teachers, by saving our eyes and our dispositions through poring over less homework, would generate with our enthusiasm and kindness a greater appreciation, a more sincere desire on the student's part for education.

Louis Claeson.

Washburn Grist  
Washburn High School  
Minneapolis, Minnesota

Example 150

## Letter Received From King

How would you like to have a priceless letter in your possession? Say one from the late King George V of England?

If you were Don Love, Kiser freshman, this would have been your situation about two weeks ago. This letter, lower right, also happens to be the only known letter in existence written by the king himself in his own handwriting.

Pat Longnecker, a friend of Don's, received the letter in April 1918 when U.S. troops landed in England. The letter was displayed in the trophy case at Kiser for one day, then returned to its owner.

Written from Windsor Castle on King George's official engraved stationery, the letter reads: "Soldiers of the United States, the people of the British Isles welcome you on your way to take your stand beside the armies of many nations now fighting in the Old World the great battle for human freedom.

"The Allies will gain new heart and spirit in your company. I wish that I could shake the hand of each one of you and bid you God speed on your mission.—George R.I."

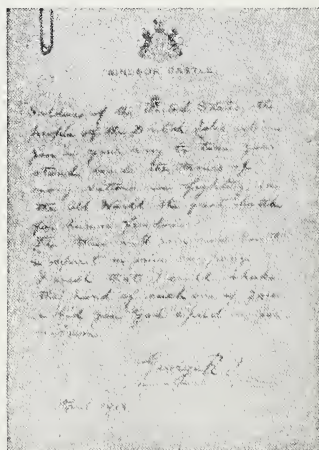


Photo by Jim Maggard

The Kiser Panther  
Kiser High School  
Dayton, Ohio

Example 151

**Outside-of-school sources.** Printed sources from outside the school include statistical reports, charts, bulletins, circulars, proclamations, articles in magazines and newspapers, and similar materials. One school reporter wrote an instructional and interesting story from a post-office circular giving directions for mailing Christmas packages. A safety bulletin issued for safety week formed the basis of another story.

One school ran a series of ten weekly features treating the colleges and universities that were most popular with the students. The publicity bureaus of the different colleges willingly supplied ample printed material from which the reporters developed their stories.

The possession of a priceless letter is the news item behind the story that appears in Example 151. Although not clear enough to read, the inclusion of a photograph of the letter adds authenticity to the story.

Student reporters have at hand the numerous school newspapers that come in as exchanges from other schools. They offer as worthy rewrites, interesting and unusual school practices in both the curricular and extracurricular field. These can appear as separate short stories, when rewritten, or in column form. Many papers run regular exchange columns each issue, picking up these practices of other schools and retelling them in short item form. Some papers do nothing more than pick up the stock jokes that have been published in the exchanges.

The one example of the use of newspaper exchanges that is printed here, Example 152, shows some study and effort on the part of the reporter. He followed one theme in his examination of other papers, that of their dramatics productions, and used it as the framework of his story.

## *Schools Start Productions*

Now is the time for plays. This is confirmed, apparently, by the many exchanges received. Senior and all-school plays top the list while skits are also numerous. A nationally known movie star was interviewed by an exchange paper.

"Young Man of Today" is the timely play chosen by the senior class, reports their paper the **Coyote Journal**, of Phoenix Union High, Phoenix, Arizona. The play shows some of the many scrapes an American family can get into and some of the great achievements of Americans.

Frank Hayden, comedian of radio and screen, was interviewed by the staff of the **Lincoln Totem**, Lincoln High School, Seattle, Wash. Hayden is making a picture on the shores of Lake Chelan. He gave a few pointers on screen and radio acting to the interviewers.

The seniors of North Central High School, Spokane, Wash., have chosen the play "The Whole Town's Talking," for their presentation, reports the **North Central News**.

To bring out the importance of fire week the playlet "The Trial of Fire"



will be presented Oct. 20 for the students of Nampa, Idaho, High, according to the **Nampa Growl**. This play will climax their celebration of fire week.

"Lazy Moon" is the title of the play to be put on by the students of Lemon High School, Lemon, South Dakota. The main characters of the play are Mammy and Pappy Washington, announces the **Lemon Squeezer**.

The seniors of Garfield High, Seattle, Wash., are going to show their dramatic talent in their play, "You Can't Take It With You," relates the **Garfield Messenger**.

*The Lincoln News*  
Lincoln High School  
Tacoma, Washington

### Example 152

There seems to be no limit to the printed sources to which a reporter may turn in developing his story. In a Chicago high school, where the question of sororities and fraternities makes a periodic appearance, the newspaper editor went directly to the school laws of the State of Illinois to find pertinent information for his treatment of the subject. See Example 153.



Dear Ed:

What is considered a sorority, and is it true that there is a law against having them in high school?

Sorority Sister.

Dear Sorority Sister:

According to the School Code of Illinois, enacted by the sixty-fourth General Assembly, page 223, Article 31, with reference to Fraternities and Societies, we quote:

**"Definition.** A public school fraternity, sorority or secret society, in this Article means any organization, composed wholly or in part of public school pupils, which seeks to perpetuate itself by taking in additional members from the pupils enrolled in such school on the basis of the decision of its membership rather than upon the free choice of any pupil in the school who is qualified by the rules of the school to fill the special aims of the organization.

**"Suspension or expulsion of members, pledges and solicitors.** The governing body of any public school shall suspend or expel any pupil who is a member of or joins or promises to join, or who becomes pledged to become a member of, or who solicits any other person to join, promise to join or be pledged to become a member of any public school fraternity, sorority or secret society.

**"Solicitation unlawful—penalty.** It is unlawful for any person not enrolled in any public school of this State to solicit any pupil enrolled therein to join, to pledge himself or to become a member of any public school fraternity, sorority or secret society or to solicit any such pupil to attend a meeting thereof or any meeting where the joining of any such fraternity, sorority or secret society is encouraged. Whoever violates this section shall be fined not less than twenty-five dollars (\$25.00) nor more than one hundred dollars (\$100.00)."

From the above it may be seen that ticket selling for sorority dances, etc., is forbidden around school.

Ed.

*Steinmetz Star*  
Steinmetz High School  
Chicago, Illinois

### Example 153



**Style of writing.** It is well to keep in mind that the printed source is not a form of writing, but rather just what it says it is—a *source of news*. Therefore a treatment of the subject calls for little explanation about style of writing. A printed source of news suggests straight news coverage, or feature coverage, or perhaps an editorial. It may lend itself to none of these, but instead the reprinting of the material just as it originally appeared, as we have seen in the case of the minutes from the council meeting, Example 147.

## WORK SHEET NUMBER 12

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*Step 1:* Read Chapter 12 on "Printed Sources" and consult additional references in the library.

*Step 2:* Clip from the daily papers and mount several examples of stories that have been written from printed sources. Indicate the source in each case.

*Step 3:* Clip from a daily paper a story of student interest. Mount it and prepare a rewrite of it for your school paper.

*Step 4:* Secure here at school one of the routine pieces of printed material such as the morning bulletin or the honor roll. Prepare a news story from it.

*Step 5:* Choose some printed source not directly connected with school and yet having a relationship to the student body and write a news story from it. A report of a new driver's license law or a city bicycle ordinance might be examples.

*Step 6:* Study each of the stories that you treated in Step 2 above, indicating the type of writing it is—news story, personality sketch, etc.

*Step 7:* From *The Reader's Digest* or a similar magazine take a story that you think worthy of mentioning in your school paper, and rewrite a story from it—150 words.

*Step 8:* From the school newspaper exchanges that come to your school, develop an exchange column of eight or ten interesting items.

*Step 9:* Examine four issues of your school paper, mark all the stories written from printed sources, and then make a suggestion as to the types of sources not being used.

*Step 10:* Look up the school laws of your state, and find some interesting information from which you could build a story for your school paper. (See Example 153.)

### *Additional Activities*

A. After examining the school-paper exchanges which your school receives, rewrite a story that is timely in your school.

B. Using a letter which some student or teacher in your school has received, write a news story. Letters from former students, foreign students, or letters from persons who have visited the school might be used.

# 13. Treating Events in Music, Art, Literature, and Drama

## CRITICAL REPORTING

THERE'S little place in high-school journalism for the critic as known to the daily paper. Covering music and dramatic events, art exhibits, and literary works for the school sheet is after all but a form of news reporting—demanding an acute news sense.

The reporter who possesses and exercises this lively news sense finds the step to critical reporting a natural one. Theatrical, art, and book reviews are leaning away from criticism and opinion toward observation and discrimination. The element of newness means just as much to these reporters as to the regular news reporters. The job at hand is to report the news accurately, carefully, and interestingly.

This sort of coverage is divided into four main fields: (1) musical events, (2) dramatic productions, (3) art exhibits, and (4) book reviews. They all should find a place in the school paper from time to time. Since these four have much in common, many of the suggestions listed below in one field may apply equally well to another.

Since practically all reviews and critics' writing appear under by-lines, such reporting places an additional challenge before the reporter who knows his name is going to appear with the story.

**Music and drama.** (1) The advance story appears some weeks before the date of production. The event may be important enough to warrant a number of advance stories. Naturally, the story can be made to have great publicity value.

(2) The review is the actual coverage of the production by the reporter. See Examples 155, 156, 157, and 159.

(3) Regular news runs in the school furnish material for the advance story. The unusual as well as promising attractions demand strong play.

(4) Other data come from historical sources, such as the files of the school paper. For instance, "Why the Chimes Rang" is to be given as the Christmas



play. How many times has the school given it before? Who were some of the former leads? Have any of them followed dramatics after graduation?

(5) In covering the performance, the school reporter does not pose as an expert. The critic on the metropolitan daily is a professional who covers professional performances. The school reporter is an amateur covering amateur performances, and cannot afford to witness them in a supercritical mood.

(6) He gathers his material by noting such things as the performers, staging, lighting, plot, direction, cast, musical selections, and composers.

(7) Most helpful to him is the reaction of the audience. His job is to cover the entire spectacle. It is a fact to say that a particular performer was best received by the audience—it is an opinion to say that that person did the best piece of acting. Comment limited to facts when speaking of personal matters as performance and direction is considered most tactful for the school reporter. Even praise, unless showered upon all alike, is a most discriminating weapon. Material matters, as lighting and stage effects, invite freer comment.

(8) It is a challenge to cover a theatrical production—seeing it from the author's point of view, in the light of an amateur production, and writing with the reader in mind. The review must satisfy both those who saw the production and those who did not.

(9) Beware of becoming involved in telling the plot.

(10) A school musical production can hardly be expected to make music history, but it can make music history for that particular school. No music or dramatic production should be looked upon as an isolated event, but rather as a part of all such productions that the school has ever had.

(11) Due perhaps to the increasing tendency in high-school English classes to treat motion-picture appreciation, movie reviews are more and more finding a place in the columns of the school paper. Writing this review differs somewhat from the approach to the school-production review. The student who sees a motion picture witnesses a professional undertaking, and if he writes under a by-line he perhaps deserves a greater freedom in his treatment.

(12) School papers that carry advertising from local movie houses may have an opportunity to run reviews handed to them by the theater in advance

## Players in Family Portrait



Ready for opening in Bayreuth, London, Vienna, Moscow, Berlin, Rome, Naples, and other places.

## Lyceum Brings World Renown Trampoline Stunt

Internationally known, it has artists, Bob and George, who will present a fast, funny, and highly original show.

They will revive the art of trampolining from the circus to the modern stage. A new main attraction of their show.

George, "more bounce than a pinball," is known throughout the National Interscholastic Athletic Association for 10 years in a row. During his career he added a new size.

**The High News**  
Mankato High School  
Mankato, Minnesota

## Senior Play Cast Ready To Raise Curtain On 'Barretts' Next Thursday and Friday

The Barretts, a romantic comedy by Robert Bresson, will be presented by the senior class at 8 p. m. next Thursday and Friday in the auditorium.

Tickets for the production are being sold on a competitive basis by senior housewives. Prices of three and two dollars will be given for first and second place in the homecoming selling the most tickets, according to Beverly Furness, ticket chairman. Competition ends at 2:30 p. m. Thursday.



**Western Stars:** Practice makes perfect for Eugene Blake, home of the speaking and in the play. (Right) Western Star to be presented April 8, 10, and 11. (Standing photo by Joe Jordan)

## The Mustang Roundup

Vol. XIV North Phoenix High School, Phoenix, Arizona, Thursday, April 2, 1965 No. 12

## New Drama Thrill In 'Western Star'

### Musicians Make Five Day Trip

Playing, working and learning is what approximately thirty musical Mustangs have done the last five days.

These students have attended the annual California Western Music Educators Conference at Tucson.

In addition to the honor which is North High's on having no plans.

Consisting of a series of fast changing scenes, North High's Production of Stephen Vincent Benet's "Western Star" will be, according to Mrs. Virginia Duncan, director, "very different from any thing that has ever been done on the North High stage in the past."

Production dates are April 9, 10, and 11.

The dramatics in this play is much more difficult than in the usual type of production, as the actors must produce the effects of rapid reality with their voices instead of with body movements.

**60 - Cent Debt Means \$650 For Treasurer**

Six hundred forty-five dollars and 40 cents can be due Auditor.

**The Mustang Roundup**  
North Phoenix High School  
Phoenix, Arizona

Example 154

of the show. These so-called "handouts" are merely advertising and have no place in the school paper, which is a student project.

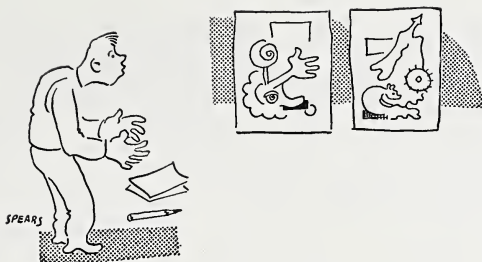
(13) Occasionally, school papers carry reviews of legitimate stage shows. This is especially true in the New York City school papers, and can be attributed to the environment. It seems natural for New York City students to be especially conscious of the stage and to treat it in their columns. See Example 157.

**The art exhibit.** (1) There is regular art news to be handled in the school as well as the reviews of exhibits to be written. (Examples 160 and 161.)

(2) Reviewing an art exhibit first calls for some common knowledge concerning art. The reviewer should be able to distinguish among the mediums used—oil, water color, opaque, charcoal, pencil, pastel, engravings, wood blocks, and various others. The art teacher can supply information.

(3) Such critical writing is impressionistic writing, and calls for keen observation and discrimination.

(4) The unusual techniques called by such names as *modernistic* or *realistic* art demand appreciation along with the more formal.



(5) The reporter will note color treatment, subjects chosen, and techniques used. He will be ready to comment upon the unusual as well as the pleasing.

(6) He will follow closely student discussion of the exhibit before he writes his article. Which pieces are causing the most comment, and why?

(7) He will want further information and impressions concerning particular pieces, which he can best secure from the art teacher, the artists themselves, or printed sources.

(8) He will recognize and appreciate individualism.

(9) He will not neglect facts, such as the place and time of the exhibit, occasion of it, number of pieces, artists represented, winners, and awards. Notice, after all, how much school reporting goes back to the straight news story for its basic features.

(10) An interview with the art teacher concerning the exhibit will provide comment that can be directly quoted, and thus make up for any deficiencies in art appreciation on the reporter's part.

(11) Since many students have practically no interest in art, the challenge to cover art exhibits in an interesting and appealing manner is all the greater. It is perhaps the most difficult assignment treated in this chapter.

(12) Art exhibits coming to the school that are not the work of students should be handled in the review style.

**The book review.** (1) A book review may take the form of a factual summary of the book or a critical summary of it.

(2) A review of a new book treated by a reporter who saw real news value in it may be worthy of a prominent place on page one. Practically all school papers carrying book reviews do so on the editorial page. However, from the standpoint of reader interest, the news value of a particular review might enable it to crowd material of less importance off page one.

(3) The review must meet those inevitable newswriting standards—informality, brightness, and conciseness.

(4) The better it has been done, the more readers will be attracted by it.





(5) Every review can profit by having included in it personal angles concerning the author or the book itself.

(6) The first paragraph must attract the reader just as must the lead of a regular news story. Needless to say, it must carry the punch of the story.

(7) Unless the review is to be merely a short announcement of the book, it is necessary for the reviewer to read the book carefully and not merely skim through it.

(8) Beware of revealing too much of the plot.

(9) The paper has an excellent opportunity of keeping the student body informed of new books coming into the school library.

(10) The reporter must discover the author's purpose and determine how well he has accomplished it.

(11) The story that is a critical summary of the book should carry a by-line.

(12) As noted in Examples 162 and 164, school papers can profitably run columns that introduce quite a number of books to the readers at one time. Another book review is found in Example 165.

## Seniors Present Recital by Kunce

By Jay Fiscus

The artistic performance of Robert William Kunce on January 14 at the Twentieth Century Club was received with sincere enthusiasm by a responsive audience. The promising student's ability to master selections by Purcell, Handel, Bach, and Mozart was confidently displayed in the first section of the program.

The first movement of Beethoven's "Sonata No. 21" was not altogether demonstrative of Robert's opening presentation of skill. However, his original "Prelude in G Minor," "Orchestral Rhapsody No. 1," and "Impromptu Suite" were unmistakably indicative of Robert's fine style and interpretation.

The last portion of the evening's program completely captivated the audience as the young musician, obviously enjoying the novel selection, romped through D. Shostakovich's "Polka."

Robert's poise and finesse enhanced the commendable performance and together with his talent marked an enjoyable evening. The senior class should receive genuine thanks for sponsoring the successful affair.

*The Red and Blue*  
Reno High School  
Reno, Nevada

*Example 155*

# Seniors Score Triumph In "Death Takes A Holiday"

Set, Costumes, Lighting Enhance  
Polished Characterizations

By Nan Nork

*Death took a holiday before a capacity audience in the Columbia High School auditorium on Saturday night, November 20, as a cast of thirteen from the senior class, directed by Miss Christie Tollefson, presented their Senior Night performance.*

Once more the principal of last year's Junior Night scored a triumph. This time *Bob Latta* was in the role of Prince Sirki, alias Death, in the three-act play, "Death Takes a Holiday." *Muriel Wright*, playing opposite him in the role of *Grazia*, adding her loveliness to a fine acting ability, also turned in a grand performance. Behind white mustache and whiskers, *Boyd Harding*, as the Baron de Cesarea, kept the spectators in gales of laughter with his well-timed remarks and gesticulations. In the more serious roles, *Bill McJames*, as the distraught Duke Lambert, *Edgar Smith*, as Corrado, his son, hopelessly in love with *Grazia*, and *Sue Lieblich*, a regal princess with a mother's tenderness of heart for *Grazia*, her daughter, were the outstanding performers.

## Minor Characters Excellent

In the lesser roles, but vying for acting honors, were *Janet Novak*, as the beautiful *Alda*, *Dorothy Dann*, as the typical English girl, *Rhoda Fenton*, *Wallace MacMullen*, as her brother, *Eric*, deeply in love with *Alda*, *Janet Merrill*, as *Duchess Stephanie*, the wife of Duke Lambert, and *Vance Torbert*, as the fearless Major Whitread. *Peggy Powers* and *Jim Durborow* were cast as *Cora* and *Fidele*, the servants of the Duke's house.

From the moment the curtains parted, with a burst of applause for the stage setting, until the final curtain closed, the audience was held

## "Death Takes A Holiday"

### CAST

Cora.....	Peggy Powers
Fidele.....	James Durborow
Duke Lambert.....	William McJames
Alda.....	Janet Novak
Duchess Stephanie.....	Janet Merrill
Princess of San Luca.....	Sue Lieblich
Baron de Cesarea.....	Boyd Harding
Rhoda Fenton.....	Dorothy Dann
Eric Fenton.....	Wallace MacMullen
Corrado.....	Edgar Smith
Grazia.....	Muriel Wright
Prince Sirki.....	Robert Latta
Major Whitread.....	Vance Torbert

by the tense drama, the swiftly moving action, and the superb acting of a high-school cast.

## Costumes Brilliant

The costumes were excellent. Each evening gown seemed exactly to complement the responsibility of the one wearing it, while Prince Sirki's uniforms excited exclamations of admiration from the onlookers. The lighting was unusually well done—the effect of Death's mask being an especially important feature.

Undoubtedly the most outstanding thing in the entire show was the acting, even though no person stood out above the others. All, too, had difficult roles for a high-school group to master. The cast of "Death Takes a Holiday" certainly deserved the two curtain calls they received at the end of the entertainment although these did not adequately represent the enthusiasm with which the audience received this Senior Night performance.

*The Columbian*  
Columbia High School  
South Orange, New Jersey

# Reviewing Stand

By Despina Karabots

## Jose Ferrer Immortalizes French Hero; Broadway Acclaims *Cyrano de Bergerac*

The Great White Way has once again come into its own! Officially opening one of the most promising theatrical seasons Broadway has known for many years, suave, indefatigable Jose Ferrer has produced, much to the delight of avid theatregoers, a remarkably realistic adaptation of Edmond Rostand's contemporary classic, *Cyrano de Bergerac*.

Starring as the poetic and philosophic hero with the enormous nose, Mr. Ferrer has successfully captured the adventuresome but yet pathetic spirit of Cyrano, one of the most human figures of literature, amidst settings that are nothing short of exquisite. Lemuel Ayer's scenery so captures the Parisian atmosphere, in the balcony scene, and the peace and beauty of the monastery in the final scene, that spectators could not help but be awed. The thrilling duels and carefree attitude of the dashing young men recaptured the chivalrous mien of the period of King Louis XIII. A discordant note was struck, however, when the obvious miscasting of a few of the minor actors, especially among the cadets of Gascoyne, seemed to dull the witticisms of several scenes. But then again, even Homer sometimes nods.

### Frances Reid Stars as Roxane

Mr. Ferrer's satirical gestures and humor never fail to dominate the scenes. However, Frances Reid holds her own in the part of the beautiful Roxane, the gracious cousin with whom Cyrano is secretly and hopelessly in

love. When all is said and done, Miss Reid manages to convey to the audience the idea that Roxane was indeed worthy of so great a love that, unknown to her, was hers. As Roxane's duenna, Paula Laurence, a favorite comedienne of the legitimate theater, injected a subtle humor that made the audience sit up and take notice.

Ernest Graves, as the painfully artless Christian, renders a satisfactory performance in a difficult and wooden part.

### Rostand Creates 'Perfect' Hero

Edmond Rostand wrote this play in 1897 when but 29 for his actor-friend, the great Constant Coquelin, who requested that the author write a play that would enable him to prove "the full extent of his acting abilities." Mr. Rostand combined the courage of Patroclus, the adventure-loving spirit of Phaeon, the wit of Pan, the loquacious simplicity of another Homer, and created a spiritually perfect human being.

Theatregoers the world over have been captivated by this completely human drama. Within the past decade, Walter Hampden thrilled American audiences with his interpretation of the play—an interpretation that is still fresh within the minds of many.

*Cyrano de Bergerac* was indeed an effective play with which Jose Ferrer opened the theater season.

*The Walton Log*  
Walton High School  
Bronx, N. Y.

Example 157

## RECORD OF THE WEEK

By Bert Chapman

### Stan Kenton: "Intermission Riff" and "Pity to Say Goodnight."

These are probably the best sides yet released by Stan. This great band has steadily improved ever since it began and is really deserving of the many popularity polls it has won.

The record follows the usual Kenton pattern—one side a vocal by June Christy, the other, one of the band's originals. These sides outline the basic Kenton jazz concept: extensive use of bass against piano, sweeping waves of brass, pungent tenor and trombone solos against section choirs, and an ever-present emphasis on harmonic colorings coupled with strong dynamic emphasis.

"Intermission Riff" opens with Stan playing piano, Eddie Safranski on bass.

A tight brass figure follows, Bart Vansalona playing wonderful trombone way down in the pedal register of the horn. Vido Musso and Boots Mussuli follow with fine tenor and alto solos.

The tense, powerful emotion displayed, along with the masterful control that Kenton commands over his men, combined to make this a great recording.

"It's a Pity to Say Goodnight" is an example of typical Kenton treatment of popular tunes.

The first chorus features fine unison voiced trombones on the melody. June Christy takes over for the vocal. She does an adequate job on this side, closely following the instrumental style of the band in regard to vibrato, phrasing, etc.

*The Red and Blue*  
Reno High School  
Reno, Nevada

*Example 158*

## Appreciative Audience Hears Mezzo Mona Paulee in Concert

By Delores Kent

Mona Paulee, mellow voiced, vivacious brunette mezzo soprano of the Metropolitan Opera, appeared in the high school auditorium on the evening of November 1, in the opening number of this year's Community Concert series. Accompanying her was her husband and pianist, Dean Holt.

The program opened with Miss Paulee leading the audience in the national anthem. Her first group contained a selection from "The Barber of Seville" by Rossini, in which Rosina has received a note from the mysterious stranger protesting his love for her. Her next

group was composed of four numbers translated from German to English, including two numbers by Brahms, "May Nite" and "Unrequited Love," and two compositions by Schubert, "The Inn" and "The Erlking." The audience was then favored by an encore "None But the Lonely Heart" by Tschaiakowsky. Her next group featured a selection from Massenet's "Le Cid" which was affably received by the audience. She ardently rendered for two encores, "Habanera" from "Carmen" and "Comin' Thru the Rye."

Next in the program were two selections by Mr. Holt, "Clair de Lune" by Debussy and



"Malaguena" by Lecuona. Mr. Holt had a charming personality and immediately won the favor of his listeners, for he was called back for three encores, "A Little Poldi," which was especially delightful, the ever popular "Flight of the Bumble Bee," and "Lento" by Cyril Scott.

In the next group by the entertaining star, "Nicoletta" by Rouel was outstanding. The listeners were then the recipients of another encore, the beautiful strains of "I Love Thee" by Grieg. The last group was an assemblage of five more familiar pieces, including two selections which expertly portrayed her contrast of types, "I Bet You," a lilting melody, and "No More Trouble," a haunting Negro spiritual. Also noteworthy in the group was Paul Nordoff's "Willow River," which she sang beautifully with particularly fine interpretation of the lovely words.

Not even then was the audience satisfied; the performance was climaxed by two groups of two encores which she very graciously rendered: "Smilin' Thru," "Oh, Dear, What Can the Matter Be," "Summertime," and "Gossip."

Miss Paulee in her concert here exhibited very well the purity of tone, wide vocal range, outstanding (even astonishing) versatility, and magnificent talent for interpretive vocalizing that have raised her to the position of prominence she now holds in the American musical field.

*The Flathead Arrow*

Flathead County High School  
Kalispell, Montana

*Example 159*

## THEY CALL IT ART

By Olivia Davis

"The Whirlwind," a mass of curved lines and varied tones, has proved to be the most popular piece of work in the art exhibit now on display in the lower halls.

The exhibit is circulated from the New York School of Fine and Applied Arts, and has come to Bosse through the courtesy of Miss Kaloolah Howe of the local Temple of Fine Arts. Thirty pictures are on display.

### Some Whirlwind

A storm of criticism has arisen over the modernistic whirlwind, about half of Bosse's

student body looking at the composition and asking somebody to point out the whirlwind. On the other hand, the other six hundred have called it the best piece in the exhibit, being attracted by the graceful lines and startling color.

It is supposed to illustrate the Bible verse, Ezekiel 1-4. The gracefulness of the piece offsets any lack of purpose or subject on the part of the artist. It at least has had about every Bosse student talking, and that's something new for art at the school.

### Four Mediums

Four mediums can be detected in this group of pictures—wash, pen and ink, opaque, and water color. Practically all the pieces have a decided commercial touch, which can be expected since they represent the work of art students. One passes from rifles, through interior sets, and on to department stores, when he looks at the collection.

A series of six drawings for children's magazines seem to lack some important lines, but we are told that modern art encourages such tricks.

An 1880 dress, appearing as almost photographic—which we understand is against it as art—is treated well in wash, the artist having been so engrossed in these details he apparently forgot to add a head to the lady; at least she has none. But making up for this loss, comes next a colorful head of an oriental image, the head having been placed so far down on the page that the observer feels uneasy lest it will slip completely from view.

Two of the most attractive works of the entire show are the group of four calendar plates and the costume illustration done in brush after the Japanese fashion—you know, hands in awkward positions, figures in unnatural poses, and color not evenly distributed. The former group pleasantly parades beaches, dusky lifeguards, snow, masked balls, and new-fangled firecrackers.

Front-hall monitors have completely withdrawn for the period of the exhibit, so popular are the pictures.

*The School Spirit*

Bosse High School  
Evansville, Indiana

*Example 160*



# Three Centuries of English Painting At Art Institute

by Victoria Forster

Currently being shown at the Milwaukee Art Institute is the "Three Centuries of British Painting" exhibition which will last until December 1. Through the constant efforts of Burton Cumming, director, this show includes paintings representing 32 artists ranging from the period of Charles I to Queen Victoria.

One superb portrait after another shows the dignity and grace of English beauties from their satins and lace to the life-like painted expressions. Among the portrait artists are Reynolds, Hogarth, Gainsborough, Lawrence, and Romney.

Reynolds' "Earl of Errol" is a huge oil canvas, which is dramatic yet gives a rich and warm feeling.

In rivalry with Reynolds, Gainsborough paintings seem more gentle and poetic. His coloring is soft and cool as shown in his use of blues and greens in "The Cruttenden Sisters." These regal-looking women might be going to a dance of today, for the manner of dress seems very similar—upsweep hair-dos and low-cut necklines.

English artists paint landscapes well, perhaps because they seem to love the out-of-doors. There are a number of English landscape artists which prove that this runs true to form.

One of the popular landscapes is Constable's "Weymouth Bay." This picture suggests the sea coast of New England as it is painted from a cliff showing the wide expanse between the sea and the coast. It is not highly colored, but it gives the feeling of rain-washed wind ready to sweep down across the cliff.

So the story goes, Constable painted this landscape on his honeymoon. A minister lent him his home and added that the scene was worth painting. Many years later Constable went back still to find this splendid view which looks off toward Solent.

There are landscapes by Turner: "Hastings Beach," "Alpine Valley," and "Aosta." Of the three, the view of Aosta, done in splashy

water colors, is the most modern looking. Among the other dull colored paintings this adds that spark of light.

Marlow has a quiet, serene, yet old world looking landscape "Castle on the Rhone," while Ruskin is represented by a water color of "Church and Vista on the Bay of Naples."

Horse lovers will enjoy the works of Morland, Bentley Ward, and Marshall Ward's "Portrait of Smolensko, Winner of Derby 1813" is an oil of an English black beauty standing into the wind with an adventurous gleam in his eye. "Wellesley Gray" by Marshall is an oil portrait of a famous Arabian horse. Although the background isn't too authentic, Wellesley Gray is a graceful dynamic looking horse.

Both Bentley and Morland are represented with the familiar red coat hunting scenes. They recall the much read about hunting spirit of the past.

The most extraordinary of the old masters is the man, Blake. He seems to strive to get away from the realism of the other artists' classics. His subject matter such as "Famine" seems rather mystic and yet is really symbolic of what is happening in Europe today. It shows, in grey tones, long figures reaching toward the sky searching for help from the unknown. His other paintings are "Binding the Dragon" and "The Red Dragon and Woman Clothed With Sun."

*Shorewood Ripples*  
Shorewood High School  
Milwaukee, Wisconsin

*Example 161*

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## Curl Up With a Book

Picture yourself on a hot summer day lying in a hammock in the cool shade of a monkey tree with a cool glass of string bean juice. What is lacking? "The Egg and I," a humorous story about life on a chicken farm by MacDonald, or would you rather read "Captain from Castile," a historical novel in great demand, written by Shellabarger?

"Island in the Sky," by Ernest Gain, is another book, written by a former transport pilot who now flies for the ATC. It is the ac-

count of the rescue of five men from the Canadian wilds. The rescue flights show the loyalty of pilots willing to risk their lives again and again to save their pals.

"I Never Left Home," by Bob Hope, is a story of Bob Hope's 80,000 miles among the armed forces, in the course of which he played to more than half the army. It is full of wisecracks, all told with the famous Hope brand of zany humor.

"Lost Island," by J. N. Hall, is a story of the necessary destruction of a tiny paradise

through the war-time rush job of reconstructing an atoll for an air base.

"Through the Perilous Night," by J. J. Custer, tells of a war correspondent's career. His assignments make up an interesting tale that takes him through many dramatic battles.

*Hi-O-Scope*

Corvallis High School  
Corvallis, Oregon

*Example 162*

## *Literary Lamp Post*

By Dan Mascorro

"A man ought to read as inclination leads him;  
for what he reads as a task will do him little good."

—Samuel Johnson

### **Best Performances**

Joseph Szigeti presented the Alamo City the best performance of the season thus far. For his Nov. 30 concert he undertook the talent-demanding concerto in D Major for violin by Brahms.

Boyd Crawford's performance in "The Voice of the Turtle," Dec. 5, was the most professional seen this season, or so thought our advisor. Phyllis Ryder, the feminine lead, was a trifle wooden, either for effect or from fear, but was otherwise excellent. The "Lucille Ball" of the play was Marcia Walter.

### **Puerto Rican Virtuoso**

Jesus Maria Sanroma, pianist, charmed his listeners Dec. 7. His piano technique is to be traced to the fact that he is a Cortot, Schnabel, and Paderewski protege. Although he lacks the delicate touch of the last, there is power and depth in his expression.

### **Play Below Par**

"Heaven Can Wait," the whimsical story of a man not ready to die, was staged by the Community Players Dec. 6-7. Although the material was commendable, the performances were not up to the usual standard of Jean Longwith's work. Good performers were Ralph Rowntree, Jack LeGrande, and Marjorie Eden.

### **Outstanding Event**

Remember the beautiful lyric soprano, Micaela, in "Carmen"? Frances Yeend, who is well remembered for her brilliant operatic debut here last spring, returns tonight. Also on the program is the American premiere of "Der Rosenkavalier" Waltzes by Richard Strauss. This is the fulfilment of a promise the composer made to Max Reiter while the latter was still in Europe in 1938. This combination promises to be an outstanding musical memento.

*The Brackenridge Times*  
Brackenridge High School  
San Antonio, Texas

*Example 163*

# You Oughta' Turn Over A New Leaf

The dramatic tale of the restoration of one of the largest naval bases destroyed by the Italians is told by Commander Edward Ellsberg in "Under the Red Sea Sun." The so called "impossible" task was accomplished by Commander Ellsberg with the help of only a few tools and the labor of natives under their tribal sheiks.

Commander Ellsberg relates another heroic adventure in the salvaging of the submarine "Squalus" in "Pigboats."

In "The American," E. M. Fost tells the story of a man who, handicapped by being the son of immigrant parents, becomes governor of Illinois at the time of the labor rights' strikes.

A Mexican boy's adventures in Hollywood are very vividly and amusingly described in Alvin Gordon's book "Our Son, Pablo."

The problems and adjustments of a former baseball player to professional baseball are told very well in J. R. Tunis' "The Kid Comes Back."

Also for the sportsmen in our audience we offer "Batter Up!" by J. V. Scholz and the "Sportsman's Anthology" by Robert E. Kelly

Another new book coming up soon is "Your Manners are Showing" by Betty Betz. It gives the teen-agers all the "p's" and "q's" on etiquette and introductions. The illustrations and descriptions are very clever, each one insuring a good laugh.

C. B. Nordoff's "The Derelict" and "The Pearl Lagoon" will interest people who like sea stories.

Do you want another Jalna story? The newest one, "Return to Jalna," offers the usual delightful reading.

In his autobiography, "My Eyes Have a Cold Nose," Hector Chevigny describes the world of a blind man and the marvelous work of the seeing eye dogs.

*Central High Register*  
Central High School  
Omaha, Nebraska

*Example 164*

## Undying Loyalty

**They Came Like Swallows**

**By William Maxwell**

Immediate popularity has greeted William Maxwell's new book, "They Came Like Swallows," a novel of such simplicity and sincerity that the reader is at once captured by its moving beauty.

The narrative is built around the quiet strength of a lovely woman who is the center about which the personalities of her family revolve. From the depth of her understanding for each of them, her husband and two sons, she formed an enduring bond of attachment. To Bunny their great mutual understanding was the most important in his life: to Robert, who considered Bunny babyish, it was always his mother who realized what his point of view was; to James, her husband, she gave more than he could ever quite realize or appreciate. Her early death severed this bond

and plunged the three of them into a sea of hopelessness. But even then the woman's compelling character was able to hold them to their course of life.

Maxwell's style, with his simple, forceful diction, produces distinct and lifelike images. His characters have such humanness that one cannot escape a feeling of their reality. Bunny and Robert are particularly excellent, for in them Maxwell shows a great knowledge of psychology in his understanding of how little boys' minds react.

Actually covering only about two weeks' time, the story deals with the horror of the influenza epidemic following World War I. The action leads steadily to an unyielding climax, and the reader is left moved by its profound beauty.—P. C.

*The Washington Scroll*  
Washington High School  
Milwaukee, Wisconsin

*Example 165*

## WORK SHEET NUMBER 13

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*Step 1:* Read Chapter 13 on "Critical Reporting" and consult additional references in the library.

*Step 2:* Clip and mount two book reviews and in a sentence indicate the impression which the writer wished to carry to the reader in each.

*Step 3:* Clip from daily and school papers samples of as many other types of writing treated in this chapter as you can find.

*Step 4:* Write a 250-word critical review of a book you have recently read, remembering that your task is to interest the reader.

*Step 5:* Make a list of past and coming events that suggest occasions for dramatic, music, or art reviews.

*Step 6:* Write a critical review of a movie which you have seen recently.

*Step 7:* Write a 250-word review of a play that you have read.

*Step 8:* Write a column in which you include six or eight paragraphs, each treating a different movie that you have seen or plan to see.

*Step 9:* As a class, agree upon a radio concert scheduled for some evening this week, listen to it, and write a review.

*Step 10:* Make a list of three or four books that would help you with this matter of learning to write critical reviews.

### *Additional Activities*

*A.* Examine the last three or four issues of your school paper and make a list of all books which were reviewed in those issues. Interview about thirty students in order to determine how widely these were read. Did any of these people read the books after having read the reviews?

*B.* Interview your librarian on the general subject of the effect of book reviews in the school paper on the library circulation. Write a news-feature on the interview.

*C.* Most schools have paintings or prints hanging in their halls or elsewhere in the building. Can you treat these as an exhibit and write a critical review? If your school has no pictures, perhaps you can write a series of editorials pointing out the need for them. An interview with your art teacher might be helpful.

*D.* Mount a review of a musical production, and an advance of one, making a short analysis of what is treated in each.

*E.* Attend a school musical production and report it in 250 words.

*F.* Attend a school dramatic production and report it in 300 words.

*G.* Write a review of an assembly program of a dramatic nature.

# 14. The Most Personal of all

## Newswriting

### THE COLUMN

EVENTS of the day—the trivial as well as the significant—as they pass before the public eye invite comment from clever newswriters who are known as columnists. A writer's comments, appearing each time under the same head, usually each time in the same place in the paper, form a feature known as the column. School newspapers devote even a greater percentage of their space to columns than do most daily newspapers.

**Nature of the column.** These column writers, avid readers and observers as they are, float their columns on the passing news of the day, filling in the chinks between the big and little news boulders. A column must be timely, but in being so it doesn't necessarily have to be heavy. These staple features, with their by-lines, may be editorial treatment of the day's news, satire, gentle burlesque, personal bits, pathetic or amusing incidents, anecdotes, emotional appeals, pithy statements, witticisms, verse, or other forms that are likewise varied and fresh.

The great majority of the columnists who write for the daily press handle editorial discussions of the news, the common practice being to devote a day's column to one subject. On the other hand, the great majority of the student columns deal in light merchandise, such as the personal item, the quip, light verse, the short joke usually borrowed from another paper, and personals about fellow students. A school column usually consists of short items.

Columnists form a picked group of commentators. It is no wonder that it is an honor to conduct the school newspaper column. Keen observation, good judgment, sound reasoning, a knowledge of human nature, wide acquaintanceship, an original style, tact, a wholesome sense of humor, a spirit of restraint, a high respect for the school, freedom from petty prejudices—these are the qualities that single out a staff member as the one to handle a column. Students who wish to handle columns, in addition to sensing the importance of the job, must fully appreciate the heavy responsibility that the privilege carries with it.



**Dangers of column writing.** Newspapers pride themselves in giving the facts and letting the readers draw their own conclusions. Opinion finds an outlet in two different types of stories, the editorial and the column. The chief distinction between the two is that the editorial speaks for the paper as a whole, while the column speaks for the writer only. The editorial bears no by-line, and *we* is the only first person pronoun that may appear in it. The column bears the name of the reporter, and the use of the pronoun *I* is common in it. The opinions expressed in a column are so much the columnist's own that it is a common practice of newspapers to attach an editor's note stating that the point of view presented in the column is not necessarily the same as that of the paper.

Column writing involves a danger as well as an opportunity. It invites the misguided reporter to set himself up as an oracle in one or many fields of endeavor. The great freedom that he has may be his undoing. In the newspaper field today, columns have become big business. The person who turns out this opinion daily does not need to pose as an expert. Rather, he needs to show considerable modesty in expressing his opinion. School editors should beware of accepting the daily columnist in the role of oracle. Passing judgment on the events of the day calls for careful study of news and its background. The purpose of making any judgment should be an honest attempt to help readers through the maze.

**Types of columns.** A good column depends so much on the individual conductor that the examples that follow for study purposes are not to be taken as patterns. Rather, they represent samples of what is now being published in the nation's school papers. Every student editor has the job of working out carefully with the staff and the faculty adviser the paper's policy in respect to columns, and the result should reflect staff ability at the moment as well as other conditions typically local.

Some of the most common types of columns now appearing in school papers are (1) the sports column, (2) the variety or humor column, (3) the exchange column, (4) the news-commentary column, (5) the personals column, (6) the inquiring reporter, (7) fashions, and (8) the column treating music, usually the recordings of popular music. The ingenuity of student journalists goes beyond these classifications.

The names of columns are often cleverly tied in to the name of the school or the paper itself. For instance, in a region full of Indian lore, *The Flathead Arrow* of Kalispell, Montana, carries these columns: Tepee Talk, Council Fires, Arrow Pointers, and War Whoops. *The North High Polaris* of North High School, Minneapolis, includes these columns: Circling the North Star and Beneath the Northern Lights.

**1. The sports column.** Practically every school paper has a sports column, which usually contains short comments about the current athletic situation in the school. The conductor is challenged to go behind the obvious news, rather than to repeat what is reported in the regular advance with coverage stories reported elsewhere on the sports page. When a second column is included on the sports page it is in most instances devoted to girls' sports. Typical names given to sports columns are Extra Points, Loose Cleats, The Bench Warmer, Features from the Bleachers, and Gym Shorts. Further discussion and the examples of this type column appear in Chapter 9, dealing with sports.

**2. The variety or humor column.** This is an entertaining feature made up of short items, such as philosophical comments, a play on names, local humor, light thrusts at school happenings, puns, and jokes. It is the instrument of a particular individual who holds the position all year, and it reflects his particular sense of humor. Usually a clever title heads the feature, which may carry the conductor's name or his nom de plume.

If contributions from the readers are depended upon, the conductor must assure himself that they are original. If jokes are to be transplanted, such a policy must reflect the combined judgment of the columnist and the editor. The opportunity for original expression is one of the chief claims for student journalism that has made the school newspaper an indispensable part of the high-school program. On the other hand, nobody can deny the reader interest that can be developed around a clever joke column. *The Rhodes Review*, in Cleveland, has cleverly named its borrowed jokes column the Thief of Badbags. It goes without saying that regardless of the types of items used in a variety column, the conductor needs to be one with a keen sense of humor, a sound judgment, and a respect for the boundaries of wholesome fun.

Small cuts help the appearance of a column, and type can be used in a number of ways to lend variety. Certain items set in boldface, some set six-point instead of the usual eight, some set ten, some in caps, short clever heads, and an occasional use of italics help a reporter to display his stuff in an attractive manner and to suggest the variety that he strives for in his text. The cleverness of this hodge-podge column is in direct proportion to the cleverness of its master. It is often well to let this type of column disappear with the graduation of its conductor, new staff members giving birth to new features.

Although it is known to appear anywhere on second or third page of the four-page paper (fourth being sports), the most popular position for this feature seems to be the last column on the second page, the editorial page.

Taken as a group, the six examples that follow represent a cross section of these humor or variety commentaries, so popular with the student press

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## Corn Is Green

---

### BRICKBATS TO:

#### BORROWERS.

"Family reunions" at the east end of the overpass between periods.

People who insist on going up the side stairs instead of the center ones.

Upperclassmen who discourage freshmen.

People who have forgotten the purpose of wastebaskets.

—o—

Sharon Davis: "Did it make you nervous to ask your dad for spending money?"

Delores Ducey: "No, I was calm—and collected."

—o—

Joan Baldwin: "I would like to have lived in the days of King Arthur."

Gwen Penrose: "I don't know as I would have cared much about the days, but I would have liked the knights."

—o—

Harl: "My cousin takes up French, Spanish, Swedish, Italian, and Chinese."

Carl: "My word, when does he study?"

Harl: "He doesn't study; he runs an elevator in the Empire State Building."

—o—

Mother: "Who is the laziest girl in your class?"

Anna H.: "I don't know."

Mother: "You ought to know. When all the others are writing or studying, who sits idly in her seat and watches the rest?"

Anna H.: "The teacher."

—o—

Helga Lamm thinks she'll be a success in college because she always beats the reading time in *Liberty Magazine*.

*The Spotlight*

Central High School  
Fort Wayne, Indiana

Example 166

*The Hi-Rocket*

Durham High School  
Durham, North Carolina

## Succotash—



Five hundred years ago today

A wilderness was here;

A man with powder in his gun

Went forth to hunt a deer.

But now that things have changed somewhat

Along a different plan,

A dear with powder on her nose

Goes forth to hunt a MAN!

\* \* \*

"Girls, I have a man outside that I would like to have you meet," said Miss Herr.

Athletic type: "What can he do?"

Literary type: "What does he read?"

Chorus type: "How much money does he make?"

Durham High type: "Where is he?"

\* \* \*

Mr. Holton: Tresca, can you tell us who built the Sphinx?

Tresca S.: I—I did know, sir, but I've forgotten.

Mr. H.: How unfortunate—the only person living who knows and you have forgotten.

\* \* \*

Hi diddle, diddle, the cat and the fiddle,

The cow jumped over the moon.

Nice going, bossy!

\* \* \*

Announcer (at a concert): "Miss Periwinkle will now sing, 'Oh, That I Were a Dove, I'd Flee.'" "

John C.: "Gay, what's a dove-eyed flea?"

\* \* \*

Elizabeth Couch and Grace Korstian were discussing men — oddly enough. "Which would you desire most in your husband?" asked Elizabeth, "brains, wealth, or appearance?" "Appearance," snapped Grace, "and the sooner the better."

\* \* \*

Exercise kills germs, but we haven't found out how to get them to exercise.

Example 167

# Pen Ups

(Subject to Change)

Be as pure as the new fallen snow—but  
don't drift.

— M —

Give presents you would like to keep, and  
yule have a Merry Christmas.

— E —

Blessings on thee, teen-age girl,  
Hair askew, without a curl!  
With thy turned-up pantaloons,  
And thy merry whistled tunes;  
With thy shirt of dirty hue  
Stolen from thy father, too;  
With the freckles on thy face,  
Shining out with jaunty grace;  
From my heart I give thee joy,—  
Thou certainly shouldst have been a boy!

— R —

There was a crooked man, and he went a  
crooked mile;  
He found a crooked sixpence against a  
crooked stile;  
He bought a crooked cat, which caught a  
crooked mouse;  
Say, won't somebody set that guy straight?

— R —

To market, to market, to buy a fat pig,  
Home again, home again, empty-handed.

— Y —

Jack and Jill went up the hill,  
To fetch a pail of water;  
Knowing it was Accident Prevention week,  
They took a taxi home.

Little Jack Horner sat in the corner,  
Eating a Christmas pie;  
He stuck in this thumb, but soon out it come.  
Boy, was that pie hot!

— C —

Critics: People who go places and boo  
things.

— H —

Nowadays stars in the East go to Holly-  
wood.

--- R ---

No wonder King Arthur grew tired. He  
fought knight after knight.

— I —

A moron called a plumber 'cause his girl  
friend said he was quite a drip.

— S —

(Apologies to Poe)  
Gaily bedight  
A boy one night  
With study and homework to do  
Went to the show  
But little did know  
That his teacher would be there too.  
—Phil Murkett

— T —

A girl too choicy about finding the right  
boy might be left.

— M —

Mistletoe is a parasite with lots of little  
parasites under it.

— A —

The best place to find a helping hand is at  
the end of your arm.

— S —

A contribution for this column  
Was our assignment for tonight;  
I tried and tried so many times  
But simply could not write.  
I racked my weak and weary brains;  
I've taken lots of time and pains;  
I've tried a poem, a quip, a pun,  
But still my battle is unwon—  
A lyric, limerick, joke, and rhyme,  
I quit! I'll try again sometime.

*The Triadelphian*  
Triadelphia High School  
Wheeling, West Virginia



# Fricke's Foolin'

✻ By Yours Truly ✻

This week's column, and my first, will be dedicated to the incoming freshmen. I assure you that "Yours Truly" will try his very best to bring to you an up-to-date column on good clean humor and wit during this semester.

\* \* \*

## AN ODE TO OVERALLS . . .

Or "It Could Happen to You"  
Smilin' Sid, the Levi Kid,  
'Twas the name he won last fall;  
His Levis were the tightest pair  
In any L. C. hall.  
Sid's hair was the longest;  
His shirts were screaming loud.  
The lassies swooned for the Levi  
Kid,  
The idol of his crowd.  
Two twenty-nine he'd give the  
clerk;  
More expensive than the rest—  
The Levis of this doll-face were  
By far and wide the best.  
One fine day, food tempted Sid,  
He gurgled down a 'shake.  
The rivets strained, the side seams  
bulged—  
Oh, what a grave mistake.  
The straw that broke the Levis  
back  
Was Sid's stoop to the ground.  
That splitting sound—the jeering  
boys—  
Were heard for miles around.  
So now he roams the halls in cords,  
The lassies make no sound.  
Sorrowful Sid—the ex-Levi Kid—  
Alas! He gained a pound.

\* \* \*

Miss Hunt was trying to impress upon her students the importance of doing right at all times, and to bring out the answer, "Bad habits," she inquired: "What is it that we find so easy to get into and so hard to get out of?"

There was silence for a moment and then a "Frosh" answered, "Bed."

\* \* \*

Don't push a freshman down the stairs,  
Or kick his teeth in unawares,  
Or with a hammer bash his bean—  
We want to keep our building clean.

\* \* \*

Bernard Demers: Would you marry a sap just for his money?

Zeta Myers: Are you gathering statistics or proposing?

\* \* \*

Mr. Toevs: You in the back of the room, what was the date of the signing of the Magna Carta?

Voice from the back: I dunno.

Mr. Toevs: You don't, eh? Well let's try something else. Who was Bonnie Prince Charlie?

Voice from back: I dunno.

Mr. Toevs: Well, then, can you tell me what the Tennis Court Oath was?

Voice from back: I dunno.

Mr. Toevs: You don't! I assigned this stuff last Friday. What were you doing last night?

Voice from back: I was out with some friends.

Mr. Toevs: You were! How do you ever expect to pass this course?

Voice from back: Wal, I don't know. Ya see, I just come in to fix the radiator.

\* \* \*

## THOUGHT FOR THE WEEK

Remember! Love was made for two, but always paddle your own canoe.

Until next week, "Yours Truly."

*The Journal*

Lewis and Clark High School  
Spokane, Washington

*Example 169*



---

## LAUGHS -by the Cross

---

Hurraza! Hurraza! What a party! Mirrow Fange, Wilo's girl friend, gave an open house. It wasn't exactly an open house, her mother wouldn't let her use the house. It was an open garage. I received my invitation:

"Dear Jack:

You will huba a good time at my open garage. Huba. Huba.

Mirrow

(My friends call me Freckles, but you can call me anytime.)"

I blushed. Mirrow was always so forward. The party was a huge success. Snafu Fange, Mirrow's brother, got a huge laugh when he jumped off the garage screaming, "I'm a B-19," with Mirrow sitting on his back as waist gunner. The doctor says they'll recover.

Kilroy Hassifat announced, "I think I'll tell a joke."

"Do," I begged.

"If there are three empty glasses, two are filled with dad's favorite rootbeer and the third glass is empty—what king does that make you think of?"

"It don't," I answered truthfully.

"Philip, the third," he replied. We laughed. Kilroy frisked around the room.

Mirrow's mother brought in the refreshments: delicious alligator eggs, wholesome humming bird wings, old-fashioned barbequed cobra and hoe-cakes with ice cold llama milk to drink. There were second helpings of everything. As we ate Kilroy promptly turned on the radio for soothing music and we heard "Scarry Man O'Brien

and His Musical Ghosts" play "Doing What Comes Supernaturally."

A good time was had by all.

---

Everyone seems to have a solution to my problem, since I'm constantly besieged by friends with supposedly sure-fire material. Below is my list of charges for listening to material:

Jokes I ought to use

(When asleep) .....\$15

(When awake) .....\$25

Stolen poems .....\$15

Homemade poems .....\$25

Risque poems ..... no charge

Jokes told by faculty.....\$50

Meeting boys with good sense of

humor .....\$100

Meeting girls with same....no charge

(With the last group there is a slight charge to cover federal amusement tax.)

---

Yesterday I Christmas shopped for Mirrow's gift. Mirrow, incidentally is a very attractive chick. Shoppers screamed, yelled, pushed and shoved. One not so alert as myself would have been confused. Of course I'm never confused.

Thirty days has September, April, May, and November. All the rest write under water, and why isn't Santa Claus's sister Santa Anita?

*The Pointer*

Point Loma High School  
San Diego, California

*Example 170*

# Poly \_\_\_\_\_ By THE WEEK

## This broken heart

This object? Oh, it's just my heart—  
A broken one, of course.  
I'll keep it for a while, I think,  
And suffer less remorse  
It's broken more than once, you say?  
Yes, many times. I'll live.  
I think I won't but always  
I forget and then forgive.  
But now I've learned my lesson well;  
I'll be remotely fond  
Of any male I chance to know—  
Oh! Who's that darling blond?

—Faye Hill

## Just a slave in chains

"Op" Workshop  
News flash.  
Mad dash;  
Me jerk,  
Me work  
Like heck . . . .  
Me wreck;  
Meet deadline,  
Get headline.  
Me happy now,  
O.K. anyhow.  
—Elsie Pendarvis

## Hot plot

Me pout;  
No go out  
With cute guy.  
I try,  
But no go . . .  
Me dumb Joe.  
B A N G!  
All is glory  
meet on Thursday,  
him call me Friday  
go out Saturday  
(him meet folks)  
End short story.

—Elsie Pendarvis

## Make sure

He calls me every night  
And dates me every week.  
He lets me wear his pin,  
He dances cheek-to-cheek,  
But are we going steady?  
I only have these clues—  
I can't believe it till  
**It's in the high school news!**

*The Poly Optimist*  
Polytechnic High School  
Los Angeles, California

*Example 171*

*(A column of contributions)*

**3. The exchange column.** Many student editors use other high-school newspapers as the source of material for a regular feature commonly called the exchange column. It consists of a number of short items, digests of stories of the happenings in other schools that promise to interest the local readers. Usually there is no relationship among the items, the columnist's sole guide being—What will interest my readers? However, as indicated in the example that follows, to a thinking reporter who cares to spend the time, a collection of miscellaneous school papers can present some interesting one-subject features. (Other examples of the exchange column are found in Chapter 12, dealing with the printed source of news.)

# Glimpses Of Far Away Fashions

Adoption of fashion ideas from other schools, by PBHS scholars, might work a slight change in their all-over appearances, but on the whole fashion fads are much the same. It's debatable whether such a change would be for better or worse, but it would be entertaining. If anyone should take to the idea of stealing fads from other schools the following may be purloined without compunction.

---

Bangs are back with a bang! The girls at DeWitt high school are sporting this old hair style, recently revived in the lower grades.

Hi-Times  
DeWitt, Ark.

---

One pair of socks on top of another is the newest craze in Arkadelphia due to the cold weather. Types most worn are heavy football socks and soft angora ones.

The Badger  
Arkadelphia, Ark.

---

Jeans and sweatshirts, jeans and T shirts, jeans and dress shirts, jeans and sweaters, jeans and loafer jackets, jeans and suit coats, and jeans and wool shirts are featured in the boy's fashion parade at Central high in Muskogee, Oklahoma. The school paper hints that soon they'll be wearing jeans with a cut-away or tuxedo.

The Scout  
Muskogee, Okla.

---

Several El Dorado boys were quizzed with this question: What do you think of girls wearing blue jeans? Most of the fellows admitted they thought they were all right "in their place."

The Hi-Gusher  
El Dorado, Ark.

---

Big bows are adorning little girls in Pittsburg, Calif. The school paper suggests that

they look like they just stepped out of "Seven teen," and probably did.

The Galleon  
Pittsburg, Calif.

---

For knitting addicts here's a tidbit. Brighten up your plain socks with angora tops like the girls are doing at Fair Park high in Shreveport, La.

The popularity of the stocking cap era is on the wane. A clever variation, devised by a Shreveport maiden, is a white beanie with a long, plaited streamer flopping behind.

The Pow Wow  
Shreveport, La.

---

Bright fuzzy yellow socks to knock out friends' eyes, and clever identifying socks to aid in recognition, are being worn by girls at Bobo high.

The Spotlight  
Clarksdale, Miss.

---

Red's all right! Jonesboro boys and girls, besides wearing scarlet sweaters, are now exhibiting fancy red footwear.

High Times  
Jonesboro, Ark.

---

Fancy fads may attract attention, but in Louisiana the emphasis is still on the fundamentals.

Interrupting a homeroom session, a group of students accompanied by a teacher enter a classroom and demand that the girls rise. After a thorough visual inspection they depart, leaving the puzzled girls with no explanation. All very mystifying. But the secret is disclosed when the next day's bulletin announces the best dressed girls in school. As part of their class work, a New Orleans sociology class judged the unknowing contestants on aspects of clothes, neat hair, clean shoes, and suitability of dress.

The Broadcaster  
New Orleans, La.

---

*The Pine Cone*  
Pine Bluff High School  
Pine Bluff, Arkansas

*Example 172*

4. **The news-commentary column.** Appearing in not over five or ten per cent of the high-school newspapers is the news-commentary column, conducted usually by the editor, and reflecting in style the column of this type that is the most popular in the daily newspaper. Arthur Brisbane's "Today" in the Hearst papers was perhaps the first great column of this type.

The student commentator ordinarily treats one subject an issue, limits himself to school affairs, and completes his task within about three hundred words. In a few instances various short news comments comprise the column. A survey of school newspapers reveals that today a smaller percentage of these columns are treating out-of-school current events than was the case during or just prior to World War II. Regardless of how well done, this out-of-school coverage perhaps should come only after the school paper has adequately treated the affairs of the school itself. Even the largest of school newspapers are after all quite limited for space when compared with the multitude of school affairs pressing for adequate coverage.

The preferred position for this column seems to be the first column on the left on front page or following the editorials on the editorial page. Notice in the examples that follow how the commentator has chosen for discussion passing events of the school that seem to him to deserve such high-lighting lest their significance be missed by the average student. Yes, these columns resemble the interpretive editorial, but they differ in that they carry by-lines, are regular weekly features, and are rewards to outstanding writers.

## **ALONG the AVENUE**

**George Walker**

During my four years at Queen Anne I have never seen such terrific spirit as that possessed by the student body this season. Game in and game out, through thick and thin, the Queen Anne rooting section was always backing the team to the utmost.

Much of the credit for this is due to the excellent work of Yell King Bob Alexander and his assistants Jim Baird, Don Cochran, Ron Davis, and Pat Ridean.

This spirit was recognized through the city, for it was sent over the radio as one continuous roar.

The whole thing was topped off Wednesday night before the Lincoln game by a gi-

gantic pep rally at the foot of the Galer St. stairs. More than 300 students joined with the yell leaders and a few members of the band in giving yells and singing school songs. Coach Clark spoke to the crowd and said that he was greatly appreciative of the student support of the team and was sure the team was too.

Following this, the seething mass of humanity followed the banner down the avenue and back, finally stopping in front of the "Y." It was here that the crowd was honored with a few words by Donn Larson and Lee Amundson, both of whom assured us that although tomorrow's game would be no push-over the team would give their utmost, and they did.

There is no doubt in anybody's mind that with a few better breaks Queen Anne would have won the championship for the second straight year.

\* \* \*

The latest bits of rare masculine wearing apparel to be seen along the avenue are the slick black derbies that adorn the heads of our local elite. It is a rare sight indeed to see 13 derby hats marching down the street with heads under them. To quote John Sherwood, unofficial leader of the derby wearers, "All us guys love our doibies for they make us look like the distinguished gents we really are." He went further and stated that derbies are the most practical hats ever invented, for they can be used to keep one's head warm and dry; also the hard top will stave off blows and carry refreshments, let alone provide a good laugh.

\* \* \*

Maybe about this time you are beginning to wonder why this column seems so mixed up. Well, so am I, and the only thing I can blame it on is gym. Not that I have anything against gym, for the best people take it, and it is supposed to build one up and make a man out of you, which is very fine. (Henkel commercial.)

I've taken gym for three years, have my two credits, and somewhat resemble a man. Yet Mr. Henkel insists I drop around a couple of days a week just to keep in shape.

It happens that every Wednesday he has a tumbling course in which there is a special exercise for young journalists which consists of trying to drive your head through the maple floor. The first one through gets to hand out the towels.

I always have a ringing in my head after this one and by the time I start to write this column it has developed to such a clanging that even benzedrine won't cure.

*The Kuay Weekly*  
Queen Anne High School  
Seattle, Washington

*Example 173*

## Mark MY WORDS Stephens

**WANTED:** a few strong, healthy workmen to dig a hole and erect a tombstone. Joy Nite, after a happy life of twenty-two years, has passed on to the land where time-honored traditions go.

And, in fact, there is some doubt that there is even enough interest left to bury it—at least, apparently so.

Of course, if the students wanted to, they could raise quite a scandal over the situation. They could claim that they had been guaranteed admission to Joy Nite when they purchased their Activities Books; they might even ob-



STEPHENS

ject that, after they had been preached to long and loud about lack of cooperation in staging their talent days and pep assemblies, this more-established performance, representing all the talent in the school, was stalled by the same road block.

But I don't suppose anything will happen. Even though Joy Nite was enjoyed by all and eagerly awaited each year, it appears that it has seen its last performance. The old girl had better be buried before she raises any more stink. **A LOT OF PEOPLE** were shocked last Saturday when they heard about an accident in which Oliver Massengale, a senior, was seriously hurt. Oliver, who spends most of his time in his chemistry laboratory at home, was performing another experiment which blew up in his hands.



Many of his friends will try to laugh and say that such a thing was bound to happen eventually; and, indeed, it wasn't that he did not know what he was doing—it was just the law of averages catching up with him. But any one who knows him will find it awfully hard to laugh about his misfortune.

**It is hard for anyone to be around Oliver for long without liking him; and, for his many, many friends—hurry up and get well, Oliver.**

*The School Spirit*  
Bosse High School  
Evansville, Indiana

*Example 174*

**5. The personals column.** Pick up the small town's weekly newspaper and you'll find the personals column that carries the name of Mrs. Joe Doaks even if she has done nothing more significant than spend the week end with her married daughter who now lives over in the next county. Important news? Yes, to Mrs. Doaks, who is never going to get her name in the paper because of having her jewels stolen or having been elected to Congress.

Pick up the large metropolitan daily and you'll note on the society page that a third son has been born to Mr. and Mrs. Philip X. Stuart, in the Wightman Hospital, that Mrs. Stuart is the former Miss Joan Goddard, daughter of Mrs. J. Anthony Goddard of this city, and that the child will be named Philip Anthony. Significant news? Yes, to the Stuarts, the Goddards, and their circle of friends.

Pick up the modern high-school newspaper and you'll find it filled with names of students and teachers. Significant news? Certainly, at least to the one named and to his or her close friends. School papers usually group their personals items into personals columns. Such a column is conducted by the same student for a semester or a year. He can keep a record of the names he includes from issue to issue, ever seeking to extend his coverage to more students.

In the five examples that follow, notice the abundance of names. In each case the column is written about people, rather than about events. Of course these people are doing things, as recognized in the accounts, but the happenings are incidental in news value and reader interest to the names themselves. This is the distinctive feature of personals columns.

Note the effectiveness of bold facing the names in Example 178, and of using bold face names instead of paragraphing in Example 176.

Examples 175 and 178 are mostly devoted to social items, the party news of the students. Such a column is good for getting names into the paper, but the conductor must systematically work at the job to see that as many social events as possible are included and that new names keep appearing each issue. He must put news coverage before friends and must avoid discrimination among the students. See also Example 284 in Chapter 28.

# Party Line

---

Entertaining was at a low ebb this week with most Washingtonians resting and recovering from the strenuous two weeks of Christmas vacation. During the holidays festivities could be viewed everywhere. Not a day or night passed without someone entertaining.

\* \* \*

A big Christmas event that included many WHS students was a church party attended by Jo Ann Zimmerman, Lois Olsen, David Smith, Keith Erickson, Donna and Doris Overgaard, Wally and Joey Clock, Almus Larson, Carolyn Knight and Walley Reed. Various games and a gift exchange comprised most of the evening's program.

\* \* \*

Skating was the sport most enjoyed over the yuletide season, it seems. Such people as Barbara Gregory, Patty Jensen and Beverly Harris could be seen skimming over the ice, along with Marlys Woolheater, Ruth Muilenburg, Kenneth McDonnell, Chuck Rudning, Betty Evenson and Rose Mary Blum. Of course, Larry Raine, Bill Hoffman and Audrey Peterson mustn't be forgotten. They watched the fun from the car.

\* \* \*

New Year's brought about more parties and excitement.

Wilson Hi-Y climaxed the year by a shindig at the "Y." Ditto, Jo Ann Elder, Bill Johnson and Connie Hines at their respective homes.

\* \* \*

The Johnson residence housed merry-makers Hazel Sogge, Don Wait, Jack Seibert, Milly Hackett and Anita Eng until a little after 1:00 a.m., when they concluded their session of dancing, talking and eating.

Celebrating the beginning of the new year at Connie Hines' house were Mary Sampson, Monna May Baker, John Mashek, Clinton Clark, Joan Uhley, Bill Dougherty, Dean Hut-ton, Clarence Bakker, Barbara Harvey and Roger McKenzie. The usual dancing and eating were participated in by the crowd.

\* \* \*

Barbara Berguin, Helen Grotta, Arlene Fredrickson and Roberta Berguin found shelter from the cold at Barbara's home on New Year's Eve, after a show.

\* \* \*

Shows, both midnight and otherwise, were viewed by many, among whom were Warren Bessler, Sally Stockstad, Bettyrae Koplow, Betty Whitfield, Wally Rector, Bob Bale, Jim Smock, Kenny Hill, Jim Hanson and Bernie Bly.

\* \* \*

Gordon Graff could be seen driving his light blue Crosley car around. That's a REAL Christmas present!

\* \* \*

January 3 marked the date of Judson Berry's holiday party. The guests included Elaine Mose, Margaret Anderson, Jim Freed, Bob Ferris, Joyce Bissell and Kenneth Eckert. The night was spent playing games and eating. Isn't it odd that eating is the most essential thing at any party?

\* \* \*

Naturally, there's another side to Christmas vacation. To many it isn't only a matter of frolic and fun but a time to work as well.

*The Orange and Black*  
Washington High School  
Sioux Falls, South Dakota

*Example 175*

## DID YOU KNOW?

March winds are carrying all sorts of tales—even one about **Bill Meehan** and the dark room . . . At Kankakee we learned a neat definition of a neatie: **A neatie is a sweetie who won't say howdy to a rowdy** . . . Was that a high chair we saw the basketball team set at "**Cuddles**" **Schindl's** place in the restaurant at Kankakee? . . . What will science do next! Its latest accomplishment was to put **Julie Stevenson** to sleep so soundly she didn't wake up even when her seventh period science class was over . . . Senior girls have used \$30 worth of shuttlecocks playing badminton in gym . . . **Pauline Lavin** went shopping in Chicago, returned to the parking lot where she had left her car, and found she didn't have enough money left to get the car out . . . Everyone has the measles and mumps these days, but **Rosemary Krause** hit the jack-pot. She had them both at the same time . . . The **Green Dragon** is now upholstered in plaid material (Zoom! Zoom!) . . . A sign in the **Barracks Club** goes all out for salesmanship—"Thin? Eat ice cream. It's fattening. Fat? Eat ice cream. It's non-fattening" . . . **Joyce Roberts**, **Miriam Habel**, and **Pat Nottingham** have been the recipients of surprise parties of late . . . The words, **last chance**, explained the absence of many seniors in the week preceeding that dire date, March 15 . . . **Mr. Rizer** kindly gave **Sparky Meyer** and **Frank Mitter** permission to sleep in Sociology class during the tournament . . . The tournament didn't stop **Mr. Pratt** from giving **four** chemistry tests . . . The scarf **Joyce Roberts** is knitting is beginning to look more like a blanket than a scarf . . . They've taken to playing basketball on donkeys at **Glenbard** . . . **Jacklyn Boling**

brought **Mr. Leader** a piece of fried chicken to sample to see if Northern fried chicken is as delicious as Southern fried—only it wasn't chicken; it was pheasant . . . **Elaine Borneman** found herself frantically digging her knitting out of the wastebasket, when **Carol Reinke** thoughtfully collected and threw away all stray paper bags after their lunch . . . **Mr. Chopp** was a wee bit irritated by the cornet section of the band. "Start ten measures back from 'D,'" he commanded. Noting their bewildered expressions, he added, "I forgot the cornet players can't count—and that's backwards, too" . . . **John Herder** and **Harry Povats** slip weekly bulletins to **Mr. Hitt** under the door connecting 239 and 241 . . . High school girls who would like to model at Field's next year should apply now . . . **Virginia Reinhold's** remark after listening to the **Warsaw Concerto** was "I love those Russian songs" . . . members of the **Campus Club** have been taking lessons in psychology from **Father Sterling** at **Keeler's** after their meetings . . . After the Basketball Dance **Jack Ross** not only carried two girls through the snow from car to door, but offered to give **Phil Thorneycroft** a lift . . . **Don Hanscom** and **Larry Tilly** decided on the same occasion to prove that chivalry wasn't dead. Result: **Nita Richards** and **Cecelia Kastholm** both got dropped in snow drifts . . . We've got great news for you. We hear the Prom **definitely is not** going to be girl ask boy . . . **Kay Hanses** was heard reasoning, "There must be a breeze in the room; the flowers on the wallpaper are waving!" . . . Our parting thought: Only 48 more days of school this year.

*The York Hi*  
York High School  
Elmhurst, Illinois

National Latin examinations were given last spring by Miss Katherine M. Metzner. Harriet Whitaker scored the highest of all other Triadelphia students taking the exam. Narka Keller made the second highest score.

"All Triadelphia's students who were given the exam," said Miss Metzner, "scored from average to fifteen per cent above the national average."

The national exam was given instead of the final semester test. Constructed by the American Council of Education, the examination was taken by about 100,000 students.

\* \* \*

Miss Katherine M. Metzner had an article published in the May issue of the West Virginia School Journal. In the article, Miss Metzner expressed her views on "the elimination of what are called purely cultural courses" in the high school students' curriculum. The article was entitled "A Teacher Looks Around."

\* \* \*

For his picture "Dead Heat," Earl Slaughenhaupt, Jr., won a \$5 award in the first annual National High School Photographic Contest. "Dead Heat" was taken at one of last year's track meets and featured Union, Warwood and Bellaire sprinters.

\* \* \*

Hup, two, three, four!

No, it isn't the Army! It's the seven new majorettes. They are: Phyllis Beneke, Barbara Casper, Rita Dallas, Margaret LaRue, Darlene Clark, Bessie Beaman, Jackie Heddrich.

\* \* \*

Harold McCullough, president of the Senior Class, owns a bicycle with a motor attached. In order to operate this bicycle, Harold is required to have a license plate and an operator's license. This Whizzer "bike" will travel from thirty-five to forty miles per hour. It averages from 125 to 130 miles per gallon of gas.

\* \* \*

George McPherson, freshman and assistant staff photographer, has had several of his photographs published in national magazines.

Photographs of picture arrangements and furniture appeared in the Home and Garden magazine. A picture of the National Pistol Association, Schully, Pa., was published in the Outdoor magazine.

\* \* \*

Mary Saytor and Joan Higgs, freshmen, recently found that honesty does pay. A few days ago Mary and Joan were in a commercial arithmetic class when what to their wandering eyes should appear but a dollar bill. The girls turned the money over to their teacher who kept the bill for several days, inquiring in each class to see if anyone had lost it. The money remained unclaimed and was returned to Mary and Joan.

\* \* \*

Mady Colvig, senior, has returned to school after an extended illness of more than seven months. Mady was a member of last year's Triadelphian staff.

\* \* \*

Barbara Roberts, Jim McNash, and Russell B. Goodwin, Jr., sophomores, have been taking part in the "Bible Question Bee," a program broadcast every Saturday morning at 11:30 over WWVA.

\* \* \*

Jeann Junkins and Joan Bailey, juniors, will attend West Virginia University's homecoming game tomorrow against Syracuse, New York.

*The Triadelphian*  
Triadelphia High School  
Wheeling, West Virginia

*Example 177*



# Confetti

By BETTY

## Couple of the Week:

**Patty Henry and Virgil Johnson.**

Louie's again Friday night and was it ever fun! The decorations certainly tied in with the basketball tournament. There were little basketballs around the walls with couples' names on them. Some of the many couples there dancing were **Betty Lowe** and **Shorty Thoreson**, **Margie Stever** and **Dominac Soriano**, **Jeanne Gleason** and **Jack Owen** and alum **Bud Haring** and **Peggy Willis**.

The date of the Boys' Club Ball is drawing closer and the following have added their names to the list of those going to the dance: **Dick Striebe** and **Bev Doolittle**, **Gail Davidson** and **Thad McArthur**, **Kathy Sykes** and **Arnie Christenson**, **Jeanne Martin** and **Bill Lucas**, **Janey Hartley** and **Dave Baker**, **Irma Russell** and **Bill Griffith**, and **Bill Christenson** is taking a girl from Marysville.

Bright and early Saturday morning found **Joan Barger**, **Muriel Anderson** with the **Wallingford** boys, **Dick** and **Bud**, heading for Stevens Pass. **Joan** came back with a banged-up ankle but emphatically declares, "It was worth it!"

Seems Seattle was represented at a party Saturday night. **Kay Metcalf** was up for the occasion and in the company of **Margaret Reeves**. She had a dinner before and reports say it was good! Also **John Ernland** was escorted to the same party by **Lelah Wallenberg**.

## SEEN AROUND

**Carol Johnson** and **Barbara Fortson** selling tickets to the Y. C. Benefit—**Doreen Richards** and **Jack Smith** taking in a movie at the Music Box—**Gerry Van Patten** with

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*The Kodak*  
Everett High School  
Everett, Washington

*Example 178*

---

Examples 176 and 177 represent collections of personal items about students, items not big enough to justify separate coverage, but important enough to weave into a common feature. The conductor of such a column must work diligently at uncovering these small bits. A contributor's box outside the news office may help in this, as will a system of homeroom representatives.

The questionable member of the column family—the "gossip column." Causing more controversy than all other newspaper features combined is that species of the personals column commonly spoken of as the gossip column. The very possibility of including such in the paper raises the question of editorial policy—How personal shall the personals column be? It is a question calling for most careful attention.

The reader interest that this column has carried cannot be denied; the injudicial and amateurish manner in which it at times has been conducted should not be denied. Newspapers are made up of the personal affairs of man. The extent to which the paper shall go in reporting these affairs has always been the test of an editor. The extent to which the personals column of the school press shall cover the boy-girl relationships about the school is the test of the editorial policy of the paper. Examples 179 and 180 show how two staffs approached the problem of the gossip column.



# What About 'Flashlight Caught'?

To be or not be that is the question for Flashlight Caught. The editorial staff thinks it's time for a change!

For many years, members of the Merionite staff, realizing the deficiency of Flashlight Caught, have been discussing methods of improving or eliminating the column.

This deficiency is that Flashlight Caught is a gossip column and, as such, is not good journalism.

One of the reasons that school press associations have lowered the rating of the Merionite in national competitions is Flashlight Caught. Such associations take papers from schools all over the country to evaluate them. They judge the papers on content, style, makeup, and headlines. Lower Merion's paper has never obtained top rating, one of the reasons being Flashlight Caught.

The editorial staff can do a lot about headlines, style, and makeup. We could do a lot about Flashlight Caught, too, but we want to be fair. On the suggestion of many serious-thinking seniors and members of the editorial staff, we want you to voice your opinion.

On the ballots which were distributed with this issue of the Merionite are three choices for consideration. The first is to keep Flashlight Caught the way it is; the second, keep Flashlight Caught, but change content; thirdly, eliminate Flashlight Caught.

Return the ballot on Monday to A204!

## Flashlight Caught

Mischief-makers caught by the tireless Flashlight over Hallowe'en—holidays included Mike Faragalli and Hank Van Zanten at Young Life's super-duper Hallowe'en party.

Ghost Toasties and Evaporated Milk interested everyone but Jane Graves and Mike Beausang, Mary Alsop and Pete Nelson, Judy Wiggington and Fred Trust, Grace Taylor and Ronnie Greenleese.

Caught at that special drive-in of theirs were Joan Masteller and Mike Riley, Kay Tillio, and Chris Poole. Fay

Carter spent a week-end at Prospect Park with her one-and-only.

### Beach Bugs Appear

Sandy Miller and Jimmy Wintz, Karen Reynolds and Dave Briggs, Natalie Watton, and Bob Mason enjoyed an evening at Sunset Beach along with Dink Hutter and Brian Bolger, and Barbara Welsh and Jack Chidester.

Surprise! Lida Wright was given one, in the form of a bang-up party. Speaking of parties, Allan Warner and Nancy Hendricks attended a costume party together.

### Lovebirds Hidden Away

Back in LM's halls, lovebirds are still seen in those little corners of the school. Jody Miller and "Red" Campbell, Barbara Fanning and Bud Godber, and Nancy Adams and Jack McGranaghan are no exceptions.

*The Merionite*  
Lower Merion High School  
Ardmore, Pennsylvania

# Journalism Class Vetoes Carrying of Gossip Column in *The Triadelphian*

Following a two-day discussion of the gossip column and its place in a student publication, the Journalism class decided, by a unanimous vote, not to include such a column in *The Triadelphian*.

Said Sarah McCulley, "Such a column tends to encourage dirt-spreading that usually results in loss of friends. Why make a point of a mistake at the expense of another's embarrassment and reputation?"

"Gossip isn't news," answered Lucille Kimpel. "It is talk, passed from one person to another, usually started from a very innocent source. Gossip hurts when it is directed to yourself."

James Smith replied, "I am not in favor of a gossip column because a high school publication has no right to endanger the reputation of any person or any group of persons."

"Someone is always hurt when a school paper resorts to gossip," responded Marie Hand. "I always think of putting my name in the space filled by someone else's name. Then I can easily see how I'd feel."

Donnie Layton added, "A gossip column creates hard feelings that otherwise could be avoided. Often students are hurt, not only mentally but morally."

"Gossip tends to beget gossip, and by the mere spreading of a rumor a student's name is often blackened by stories that are malicious and often untrue," commented Phoebe Yarling.

Jean Reynolds retorted, "Gossip not only degrades the standards of our paper, but it

also degrades the names and reputations of the people mentioned."

"A gossip column typifies an extremely low grade of humor," asserted Maud Aurand. "I can see no amusement in reading remarks scorning the beliefs or characters of fellow-students or in learning the details of private love affairs."

Mused Nancy Bushon, "Students often use the paper to get even with members of the student body."

"Degradation, broken friendships, ruined reputations," enumerated Rusty Grandstaff. "Certainly such are reasons enough for not carrying a gossip column."

"A gossip column is strictly out," declared Dorothy Bryson. "It often resorts to facts, unverified and often inaccurate."

"With space so limited, *The Triadelphian* has no room for a so-called 'smear-sheet,'" remarked Joann McKee.

Paul Nelson pointed out, "High school journalists would be careful to avoid including names of their friends, but they wouldn't be so careful when it came to those about whom they know or care very little."

"Parental wrath could be aroused easily over the mere implication of some activity or event in which somebody's boy or girl has figured," stated Ann Baldwin.

*The Triadelphian*  
Triadelphia High School  
Wheeling, West Virginia

Example 180

In this story, standards for personals columns stand out distinctly, such as—no untruths, no rumors, no insinuations, no reflections upon character, nobody to be hurt mentally or morally, nothing malicious, no use of the paper to "get even," no friendships to be endangered, and no editorializing about boy-girl friendships.

Since gossip is defined as groundless rumor or mischievous tattle, naturally a straight-thinking staff can hardly do anything else but adopt a policy of no gossip column as such. However, it can still be professionally sound in endorsing a personals column that respects such standards as those just mentioned, and has as its goal wholesome reader interest.

Many fine personals columns being published in pace-setting high-school papers have been misnamed gossip columns. The treatment of the party life of the students in an objective manner, as seen in Examples 175 and 178 is usually accepted as good journalism, for it does not treat rumor and the material is presented in good taste. It is when the conductor moves from the larger groups, from the parties, to couples or individuals that he finds himself in the territory of what is commonly called the gossip column. For when he selects this couple or that individual to comment about, he is taking liberties in the selection and he often takes liberties in his comments. In fact, he may be violating the journalistic restriction that says we must not editorialize in handling news coverage.

Let's take three ways of handling an item for a personals column as an example of this distinction. Bill Ward will take Ruth Curry to the Prom. (1) The columnist may report this in a list of other "twosomes" attending the Prom. (2) He may take a bit more liberty by reporting it in his column as a separate item, not treating other dates for the party. (3) Or he may not be satisfied to let it stand alone, but adds something like this: "Wonder who Sam Anderson will take." Thus we have three steps in moving from the straight personals column toward the gossip column. Such movement should not be by chance; the extent of it should represent carefully determined editorial policy.

Common practice does not necessarily mark the way for the staff studying the problem of personals. Perhaps it will conclude that it is good student journalism to cover the personals about the school, but that it is poor journalism to report them in a manner that violates good taste. The real enemy of the personals column has been the student conductor of immature judgment, who has taken advantage of his position, or has been permitted to run wild. The conductor of such a column should be one of the best and most mature students. His column should represent a well thought out policy.

**6. The Inquiring Reporter.** Common to school newspapers is the old favorite, the Inquiring Reporter. Columns may come and columns may go, but the old Reporter goes on forever—armed each time with a new question. Its appeal is commonplace, its reward is reader interest. A number of students and teachers, usually from eight to fifteen, are asked a common question deal-

ing with the current affairs or the school. Their answers are recorded, often their names carrying more news significance than their words. The conductor is challenged to select clever questions and to include always some new students who may not otherwise get their names in the paper. The question needs to be one that brings forth a variety of answers. *Who is going to win the game next Saturday?* would indeed be a poor one. Quotation marks should not be used in the account. Two examples follow:

## *'quiring around*

With Joan Beckwith

\* \* \*

All students, particularly of high school, are called "teen-agers" and "bobby-soxers" and sometimes there are other names. Since those two names are used continuously, I decided to ask the students what they think of them. The answer was practically unanimous.

John Isherwood, 12A: Boys should be called men but girls should be called bobby-soxers as long as they keep sighing over Van Johnson.

Mickey Grant, 11A: Bobby-soxer—ugh! Why aren't we called "ankleteers" and they don't call old people "twenty-oners." What's the matter with just "people"?

Garry Long, 12A: To put it mildly, I think they stink! For one thing, it sounds juvenile and the term "bobby-soxer" makes me think of little girls who swoon over Vaughn Monroe. Also, it makes me think of "juvenile delinquent," which seems to be used to apply to everyone from 12 to 18.

Marilyn Fogelquist, 12B: I don't like either of those names applied to me. To anyone else, it's all right.

Don Matson, 12A: They should pick out something more mature for men. It's okay for the girls.

"Casey" Clawson, 12A: The term "bobby-soxer" is all right but I don't consider myself as one. I guess I'm still a teen-ager even though I am a senior A.

Terry McMahon, 11A: They're okay. Nothing the matter with them.

Joyce Becker, 12B: Now that I'm a senior, I don't object to being called a teen-ager but as for being a "bobby-soxer"—take it away!

Stuart Stevens, post-graduate: The first

thing they make me think of is a Sinatra fan. They are okay except for the swooning part.

*The Journal*

Lewis and Clark High School  
Spokane, Washington

*Example 181*

## Student Poll

In order to give the recently arrived seventh graders at Western Hills the benefit of their worldly (?) experience several seniors were asked:

"What advice would you give a 'rookie'?"

The answers follow:

**Betty Dick:** Take part in school activities and functions. Develop real school spirit!

**Priscilla Garrison:** Make use of every minute of your high school life, for it's wonderful.

**Bob Combs:** Slow down; you might break your neck or somebody else's.

**Mary Dornette:** You have my sympathy.

**Janet Oberlander:** Get into the spirit of the school, work hard, and get in good with everyone in general.

**Jim Siehl:** Enter as many extracurricular activities as possible and still keep your grades up like me.

**Russell Hawthorne:** Take it easy on your teachers because they're hard to get nowadays.

**Peggy Kelly:** Do your part in making a better school. Remember you will be the school leaders in a few years.

**Murray Bullis:** Don't worry too much, have fun, and work hard.

*The Western Breeze*

Western Hills High School  
Cincinnati, Ohio

*Example 182*



7. **The fashion column.** Within the past ten years the fashion column has risen in popularity from an insignificant position to one commonly recognized by the school press. The conductor's technique is usually to comment about the usual and the unusual in student dress and hair dress, and in doing so to link practice with person wherever possible. Although most of such columns have been limited to the styles among girls, the number treating boys' clothing is steadily mounting. The examples that follow are typical of these fashion features.

## *Taking a View of the Styles*

### *Dashin' Fashions*

BY RODI

The "sloppy joe" era has passed. Oversized sweaters have slopped their last slop and bagged their last bag. Today sweaters are being worn neat and attractive. **Megan Davis** certainly showed her knowledge of fashion the day she wore a brown cashmere tucked in a straight beige skirt with her waist circled by a gold nail head studded belt. **Regina Schwartz** chose a kelly green sweater to top her grey flannel skirt, also wearing it neatly inside. This style does so much more for the figure, even if you have no figure to speak of. (Not meaning you, Megan and Reggie.)

The use of dishtowels as bandanas is also disappearing. Brightly colored scarves such as the pink, aqua, yellow, and brown one **Cherie Gregoire** wears are becoming more and more popular. **Madeline Theodorelos'** favorite scarf has a juggling clown design.

Wool dresses are also putting in an appearance. **Shirley Ho** has one in plaid with wide white collar and cuffs reminiscent of Puritan days. **Charlotte Jacques** has a darling winter white dress with stripes making checks and a turtle neck. I know it sounds crazy but it's really cute.

The perennial favorites, suits and jackets, seem to get more popular every year. **Barbara Guedet** wears a white blazer with a wide kelly green binding and a matching kelly skirt. **Joan Levy** has a one-button Rosenblum suit in the most beautiful shade of gold. **Relda Aidelburg** features a light brown blazer jacket with shiny silver buttons that looks wonderful with her brown and white checked skirt, while **Mary Tosch** sports a white cardigan jacket that she made herself.

More about fads next issue.

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### *Clashin' Fashions*

BY ALAN

Well, kiddies, the fall term of heavy shirts and warm gunner's jackets and cold fog is here. With the coming of this football season many of the summer fads are coming to a close. "River Hollywoods" are gradually disappearing under the barber's clippers, but even so, little **Floyd Gier** sports the big fluff on the back of his head. Speaking of hair, notice that the boys are wearing more this year. **Dick Keegan** has never been cold on top. **Dick** looks so cute in his gay green cardigan. Gunner's Jackets were mentioned and in the group of all year round wearers are **Jerry Rappaport** and **Al Guerwitz**. The guy that looks so nice in adorable new Levis and "G.J." is **Nate Olivera**. In case you'd like to get a pair of cords, just ask **Gene Sosnick** where to go. His look beautiful under



the ink and dirt marks. Well dressed boys at Washington include three favorites: **Ollie "Flash" Matson**, **Eddie Gitschell**, and **Aubrey "Georgia" Melton**. They all sport crutches and casts for their efforts. **Bruce Frey** wears a unique ensemble: bright red hair, a fine blue striped shirt, khakis, and hourachis. **Ernie Fricke** and **Jim Churchill** wear nice cords. The boy with the freckles, "**Spreckles**" **Seagraves**, wears a darling sweater-slack outfit. **Earl Rolling** has a pair of gab slacks with cute little flaps on the pockets. Some other gorgeous sweater-boys around High include **Ken Mirch** and "**Pancho**" **Stumes** and their white block sweaters. They certainly look chic. **Bill Wuerch** is positively stunning in Levis and light gray sweater. Dandy is the word for **Bill Farrell** in suntans and yellow shirts. Last but not even near the least is that group of fellows that wear those wonderful gorgeous wool maroon shirts: **Bob Duncan**, **Geil Parker**, **Dick Herning**, **Bruce Bernhard**, **Ken Borgfeldt**, and just about everybody else.

Bye now, kiddies. More clashin' in fashion coming up.

*The Eagle*

Washington High School  
San Francisco, California

*Example 183*

## Glad Rags

*By Marilyn McKern*

Here I am again with more about the flashy flashers and their latest garb.

Seen on several different girls lately has been "Slim" Gardel's Kalailu jacket. That's one way to get it cleaned, isn't it, Dale?

Norma Jean Cleland looked very petite with her coiffure in an up-do. How do you like those big words? Translation: She looked cute with her hair on top of her head.

Sure and all of us must have kissed the Blarney stone. Anyway, whatever we kissed made us all turn green on St. Pat's day. The whole school, with the exception of a few untrue ones, turned out with at least a green hair bow.

Bob Beebe attracts quite a lot of attention in that bright yellow sweater he has. A lot of girls would like to wear it, Bob.

"Yes, I know it's on crooked," said Richard Wendell, when told that the Leundian pin he was wearing wasn't on straight. Maybe Lavin

Mais could straighten things out for him. And say, isn't that a Hamilton pin you're wearing, Lavin? Isn't that a coincidence!

Ballerinas are becoming popular once again. Some of the girls who have these are "Bev" Rottroff, Mary Lou Cox, Nancy Raup, and Mary Briggs.

Jacque Lowery has the sharpest thing yet. She took a plain white scarf and painted "Jacque" in red and blue all over it. Also among our painters is Martha Farnsworth who has changed a plain white blouse into something very original by painting her name on it.

Along with the usual bright stripes gang comes Bob Loy, with a loud, blue and yellow striped T-shirt.

Not to be outdone is Richard Bullard. His favorite attire is blue jeans with a huge red plaid shirt.

That's all for now. I'm about to run out, so I'll wind up.

*The East Echo*

East High School  
Kansas City, Missouri

*Example 184*

**8. The music column.** In recent years there has sprung into prominence with student reporters the music column, which usually reports the emergence of new records. It is usually limited to popular music or to the recordings of popular and classic music.

# Surface noise

by Herbie

To the generation that remembers the era of the horse-car and the bicycle built for two, the sweeping skirt and the fabulous pompadour, Victor Herbert's name brings up pleasant memories of dance and song. When house-lights dimmed and footlights glowed to reveal the broad, lovable figure of Herbert, baton poised for the downbeat of the opening for a new operetta, history was being made in the theater.

Now comes a Victor Herbert record album, released within the last few weeks, with the thrilling voice of Dorothy Kirsten doing the vocals, while Russ Case's orchestra and chorus furnish the background.

The six songs in the book, covering a period of twenty years in the life of the world-famous composer, are *Moonbeams* from "Red Mill," *Roman Life* from "Fortune Teller," *A Kiss In the Dark* from "Orange Blossoms," *Kiss Me Again* from "Mademoiselle Modiste," *Neath the Southern Moon* from "Naughty Marietta," and *Indian Summer*, the melody of which was written for orchestra only, and had words added later.

My copy of *Roman Life* is practically worn to the core already, because each time I play it I seem to find something that I have not noticed before. Miss Kirsten's voice is the vibrant type, and on the ending of this song, she goes up to a "d" above high "c" without any difficulty. Just ask any girl in choir or glee club how high a "c" is.

The orchestral effects are superb, especially on the *Moonbeams* number. Russ Case seems to give one the feeling of seeing the moonlight cover everything with a slim veil of shimmering whiteness. *Indian Summer* is done a bit differently from before, in that modern rhythms are used.

Which brings us to the last paragraph on the next page. Again I want to apologize to the Crosby fans, but next issue I promise to devote the whole column to a different type of feature.

*The Pioneer*  
Southwest High School  
St. Louis, Missouri

Example 185



So many singers today 'zoom' to success. This made us think of Frankie Laine, who, on the other hand, had a tough fight reaching the top. Frankie likes to sing and it is probably this fact more than anything else that made him struggle on, until he became the great singer and stylist that we know today.

spare time he wrote songs but was not successful in that endeavor either.

Portion of a weekly column in  
*The Bryant Clipper*  
Bryant High School  
Long Island City, N. Y.

Example 186

## DISC DATA

To start off with, **I Guess I'll Get the Papers and Go Home** is a recent favorite sung by the Mills Brothers.

Anita O'Day, who's sung with the Stan Kenton and Gene Krupa aggregations, is ready to join Les Brown's Band of Renown.

Two grand old songs with a new twist as sung by Art Lund, a new sensation, make Benny Goodman's waxings of **Blue Skies** and **My Blue Heaven** mighty good additions to your prize possessions.

Charlie Ventura, ace Gene Krupa tenor saxist, has made the break and started a band of his own. Speaking of new bands we have another led by Jack Fina, the long featured pianist with Freddy Martin's band.

Both Margaret Whiting and the King Cole Trio have recorded a new smoothie entitled **For Sentimental Reasons** that is really fine. You'll probably wear it out in no time, so

better play safe and buy two of them while you can!

Carmen Cavallaro's **Dancing in the Dark** album has ten smooth sides including: **The Very Thought of You**, **Smoke Gets in Your Eyes**, **Dancing in the Dark**, **Lover, Body and Soul**, **Night and Day**, and **Cocktails for Two**. Cavallaro's original interpretations make this album terrific for either dancing or listening pleasure.

Another interesting new recording is **Stars and Stripes Forever** as played by Boston Symphony Orchestra with Serge Koussevitzky conducting and **Semper Fidelis** on the flip-over. It is cut on the new non-breakable red colored plastic disc that can be seen through.

*The Polaris*

North High School

Minneapolis, Minnesota

*Example 187*

**Miscellaneous columns.** This chapter has treated the most common type of columns, but it has hardly touched the possibilities. The ingenuity of student reporters brings forth innumerable miscellaneous types each year. Example 188 that follows is something different in the reporting of clubs. Example 189 is a distinctive innovation reflecting state pride.

## MONROE ECHO

— By Rhoda Doenias —

I think I shall never find

A journalist who's sound of mind!

The opinions expressed above were arrived at while watching the erstwhile members of the Fourth Estate cavort in the "Press Box" at Randall's Island!

### **Pedal-Pusher's Pencil Notes:**

"Rumors are flyin' " 'round the Mirror office of our fair school to the effect that this column is no longer devoted to the printing of club news . . . 'Tain't so. . . And to correct some misinformed thought. . . The Current History Club was the scene of heated debate as its members took part in a discussion entitled, "Do We Really Have Freedom Of The Press?" This club always rated high with us, partly because it is one of the few clubs run solely by the students. Mr. Witchell, Fac. adviser for the club, is the only teacher we know of who believes in leaving well enough alone. As an added hobby, we discovered that Mr. Witchell is an avid reader of Freud . . . Do tell. . . The Stamp and Photo Clubs, guided by Mr. Loeb, invite student participation in planned "surprise activities." . . . Language Clubs are looking for talented Monroviens who would like to enact plays in foreign languages . . . THIS we have to see. . . Last

issue we ran a story on the Aquarium Club. Harold Glauber, its president, tells us that membership has been largely increased . . . Now they are requesting an added supply of Le Poisson. . . . Tippie Fratrik awfully blue because of remarks made about his Club Plebes in a certain Sports Column . . . Personally, we are inclined to agree with H.W. The Italian Club has started a drive to increase its membership. Among the activities on their agenda are a trip to the Museum of Natural History and an excursion to the New York City Center to see the opera "Madame Butterfly." Mr. Sabato, their adviser, invites ALL Monroviens.

Example 188



By BUDDY WISE

1. Here are the origins of a number of Texas towns: Twenty-six were named for signers of the Texas Declaration of Independence; twenty-four for heroes of the Alamo; four after Texas presidents during the Republic, and ten after Texas governors.
2. Five towns derived their names from the soil. They are Mud, Clay, Earth, Sand, and Grit.
3. Texas comprises one-twelfth of the United States and is large enough for every person in the world to have 3,706.37 square feet of territory, taking the estimated population of the earth at 2,000,000,000.
4. Do you know what distinction the West Texas sand flea has? Well, it is acknowledged to be the most active and intelligent flea in the world and is used regularly by the world's largest flea circuses in New York City.
5. Almost all students know the preamble to the United States Constitution by memory, but do you know the preamble to the Constitution of the State of Texas? It goes like this: "Humbly invoking the blessings of Almighty God, the people of the State of Texas do ordain and establish this Constitution."

Example 189

Example 188 on the opposite page and the top of this page was taken from *The Monroe Mirror* of Monroe High School, Bronx, New York. Example 189 above is from *The Jacket Journal* of Arlington Heights High School, Fort Worth, Texas.



## WORK SHEET NUMBER 14

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*Step 1:* Read Chapter 14 on "The Column" and consult additional references.

*Step 2:* Mount three issues of a news-commentary column from your favorite daily newspaper. Write a 100-word diagnosis of its nature (not its content). That is, break it apart to see what makes it a good column.

*Step 3:* Mount examples of as many different types of columns as you can find in daily newspapers, using only one example of each type.

*Step 4:* Out of an all-group discussion of the information revealed in Step 3, determine as a class which types are suitable to the school newspaper, and make specific recommendations for your own paper.

*Step 5:* Using an exchange paper from another school, clip and mount a column that appeals to you. Enumerate its merits, and present your conclusions to the class in an all-group discussion.

*Step 6:* Conduct a column of your own this week, writing a different issue of it in class for two or three consecutive days. Naturally you will want to collect your material outside of class, making observations and taking notes. At the end of the week you should have a better idea of your ability to handle a column.

*Step 7:* Using the exchange papers, find some columns that you think are poorly written or poorly conceived. Enumerate your reactions. After this work is done individually, a class discussion might follow.

*Step 8:* Study carefully the sports column that appears in your school paper. What are its distinctive features?

*Step 9:* From the examples of the variety or humor columns carried in this chapter, select the one you think has the most reader appeal, and defend your selection before the class. Does your paper carry a better one?

*Step 10:* What is the policy of your paper concerning the personals column? State in 100 words.

*Step 11:* Write an Inquiring Reporter column, using a question of your own choosing and reporting the answers of a dozen students. (Do not use members of this class.)

*Step 12:* How many columns should be carried each issue in a school paper the size of yours? What percentage of the total space given over to student written copy would that be? What percentage of its space does a daily newspaper give to such features?

### *Additional Activities*

*A. Group activity.* Make a bulletin-board display of all the different columns which appear in your daily papers and your school paper. Prepare a ballot to be distributed to each member of the class in order to determine which columns are read regularly by the largest number of students in the class. Your committee should tabulate the results and make an oral report to the class. On the basis of your findings, suggest reasons why some columns are read more widely than others.

*B. Group activity.* Choose one member of your committee to act as a columnist who is to conduct a contributors' column. Let each member then submit contributions to the columnist, who should edit the copy and prepare the complete column.



# 15. Checking the Reporter's Work for Errors

## COPYREADING

EVERY PIECE of copy that goes into the paper has to be carefully checked for errors before it is set up in type. The person who reads the copy and makes the corrections is a copyreader. His equipment includes:

1. A style sheet that indicates the style the paper follows.
2. A knowledge of the few standard copyreading signs.
3. A dictionary.
4. A soft black pencil.
5. A sense of news.
6. Good judgment.

The typist should double space or even triple space all copy for the paper so that corrections such as those discussed below can be written in between the lines.

**Following a piece of copy.** On the daily paper a story goes to a desk known as the copy desk where it is read, corrected, headlines are added, and it is sent on to the linotypist. Many school papers maintain copy desks, with students especially designated as copyreaders. Others build their staff around page editors, the page assistants acting as copyreaders for their respective pages.

Here is a story as it appears at the copy desk:

1                                L. T. buck, city chairman of faculty  
2 committee of department heads announcde the year's progrm of  
3 study Last saturday. The first meeting will held at the  
4 Central Building Nov. twenty-fifth.  
5                                The general topic to be studied at that  
6 time be will "Supervision, which will inclde the following  
7 phases: problems of departmental spervision, supervisory  
8 procedures, and du ties and responsibilitiesof the head.

The copyreader marks his corrections, which are discussed on the next page, line for line.

1 L. T. buck, city chairman of <sup>the</sup> ^ faculty

Through carelessness the writer has failed to capitalize the name of the chairman. Instead of marking over the "b" and possibly making it hard to read, the copyreader draws three short lines under the letter. This always means "capitalize" to the printer. A caret indicates an omitted word which is written above it.

2 committee of department heads, announce<sup>d</sup> the year's progr<sup>a</sup>m of

A comma had to be inserted after "heads." The letters "d" and "e" are transposed, and the mark added tells the printer they must be reversed. A caret indicates the place in which the omitted "a" is to be added.

3 study ~~last~~ saturday. | The first meeting will <sup>be</sup> ^ held at the ~~ff~~

The diagonal line through "L" indicates it is to be a small letter. The three lines under "s" call for capitalization. The copyreader wants the first sentence to stand as the lead, and marks the beginning of a new paragraph.

4 Central ~~B~~uilding Nov. twenty-fifth.

5 ~~The general topic to be studied at that~~

An unjustified capital is marked down. November is marked in the proper manner to be spelled out, while the same sign indicates "twenty-fifth" is to go in figures. A "bridge" line or run-in line indicates that no paragraph is to come at this point.

6 time (be will) "Supervision," <sup>u</sup> which will ^ include the following

Nothing new in marks here but the indication of quotation marks that were omitted.

7 phases: problems of departmental <sup>u</sup> ^ supervision, supervisory

Another letter omitted is written above the caret that shows the place in which it is to be inserted.

8 procedures, and du<sup>c</sup>ties and responsibilities~~of~~ of the head.

Curved lines indicate that a space is to be closed by bringing together the parts of the word. The vertical line indicates a separation of letters or words.

**Copyreading marks.** As timesavers, there have been developed through usage a few standard copyreading marks or symbols, which are common to printers and reporters. In editing copy, the copyreader uses these signs inside the body of the typed matter, thus enabling the linotypist to see the changes just as they come in the copy. See Example 190.

## COPYREADING MARKS

american  
 Travel Club  
 (57)  
 (fifty-seven)  
 (St.)  
 (street)  
 now. Jones says  
 the boy new  
 class room  
 last night  
 "pigskin"  
 Ave<sub>x</sub> or Ave<sub>o</sub>  
The East High Record  
By Jean Woods  
Central High School  
 the basket.  
 Arad shot the  
 it  
 do ^ today  
 # (30)

Three short lines under a letter or word indicate that it is to be capitalized.

A line drawn through a capital letter indicates that it is not to be capitalized.

A circle drawn around a number indicates that it is to be spelled out.

A circle around a number spelled out indicates that it is to be set in figures.

A circle around an abbreviation indicates that the word is to be spelled out.

A circle around a word shows that it is to be abbreviated.

A new paragraph is indicated by an angle mark inside the copy and a paragraph mark out in the margin of the sheet.

Words to be transposed are marked with a long line extending over one word and below the other.

Curved lines connecting words indicate that the words are to be joined.

A vertical or oblique line between two letters indicates that they are to be separated.

Quotation marks are set off in v-shaped marks, which indicate that they are set above the line.

A period in a circle or a cross indicates a period.

Three lines under the initial letter and two lines beneath the rest of a word indicate that the word is to be set "caps and small caps"—the first letter a regular capital, the other letters smaller capitals.

A straight line under a word indicates that it is to be set in italic type.

A wavy line under a word indicates that it is to be set boldface.

A line called a "run-in" or "bridge" line is used to connect material that is to form a continuous line of type. Often, material between the two parts has been crossed out.

A caret indicates the place where additional copy, written above, is to be inserted.

Either of these marks shows the story's end.

*Example 190*

**Copyreading is exacting.** A knowledge of these signs is but a small part of the demands upon the copyreader. Nor does correcting punctuation, grammar, spelling, and rhetoric complete his task. He stands between the printed page and the possible copy, judging each piece from many angles as to its fitness for print.

He must have a good news sense and detect readily violations of news style as well as violation of good judgment. He must be alert for inaccuracies and untruths, and see that all copy conforms to the policy as well as the style of the paper.

He may have to condense or improve a story, but in doing so must remember that his work is not to rewrite stories. He marks the copy for the printer, indicating type sizes and faces, width of type page, and inserting subheads and by-lines where they are called for. He writes the headlines. In all this marking of printer's directions he is guided by the style sheet as well as the dummy of the page for which he is editing copy.

**Newspaper style.** There is no right and wrong in newspaper style in those matters of punctuation, capitalization, and abbreviation in which alternate forms are generally accepted. But every newspaper for the sake of uniformity must adopt its own style. Suppose, for example that a reader found the term "basket ball" in one story in your paper, "basket-ball" in another and "basketball" in still another. What would his reaction be? And yet, each of these forms enjoys wide usage. Should the reporter use "Washington Avenue" or "Washington avenue"? Neither can be said to be wrong. The English language contains many such examples; there are similar problems in other areas such as punctuation. There is only one answer, and that is the establishment of arbitrary rules or standards that will cover the majority of cases in which questions arise. In a sense, then, "style" is simply an established standard in those matters where variable usage exists.

**The style book.** Every staff should develop a style book. This is something that will grow from semester to semester and it should be revised whenever the material becomes obsolete. While such a style book may actually be a part or a section of the staff handbook discussed in Chapter 18, it may be a separate publication. The style book of *The York High Weekly*, William Penn High School, York, Pennsylvania, consists of twenty mimeographed pages. On the next page is the list of topics taken from the table of contents, and below it is the section treating the copyreader's duties. Example 191 is a portion of the section dealing with capitalization. Note in the list of contents for this style book that the last few items do not pertain specifically to style but are of interest to reporters and copyreaders.

Spelling List	Word Usage in Headlines
Capitalization	Appearance of Copy
Figures	Duties of the Copyreader
Abbreviations	Construction of the News Article
Names	Copyreader's Marks
Punctuation	Proofreader's Marks
Standard Forms	Instructions to the Printer
Subheads	Courtesy to the Printer
Headlines and Style	Newspaper Terms

## DUTIES OF THE COPYREADER

1. His principal duty is to make certain that the copy of others is suitable for publication.
2. He must be sure that grammar, punctuation, spelling and the use of words are correct; the dictionary must be referred to constantly.
3. Straight news articles must be carefully checked for editorializing. The writer must not be permitted to use "Opinion Words."
4. All facts must be presented in as few words as possible. Repetition of words and ideas is one of the most common pitfalls for the high-school journalist.
5. No "free advertising" is permitted in any article.
6. It is the duty of the copyreader to see that the article is written according to the additional principles listed under the Construction of the News Article.
7. Copy signs should be used only on typewritten copy; otherwise, errors should be erased.
8. If articles consist largely of names, the copyreader must indicate that the first line of every other paragraph is to be set in black type.
9. In prose features (for Page 2) every other paragraph is sometimes begun with an initial letter. An attempt should always be made to "break up" copy by using a variety in type or subheads.
10. Instructions for the printer must appear in the upper, left-hand corner of the first page. (See Instructions for the Printer.)
11. If the article contains names, see that those names are spelled correctly. For the spelling of teachers' and students' names consult the directory on the bulletin board in the *Weekly* office.
12. The copyreader must place his initials in the upper lefthand corner of the first sheet and be ready to take the responsibility this implies.
13. The article must then be listed on the copy control sheet.



## *Capitalization*

1. The following words are not capitalized when they follow a proper noun:

club	Student Employment club
coach	Charles Boeckel, coach
day	Mother's day
society	National honor society
field	Small Athletic field
squad	Service squad
university	Cornell university
	Penn relays
	York fair
	District meet
	Middle Atlantic tennis tournament

When these words are an integral part of a name they are capitalized.

Salt Lake City	Coney Island
----------------	--------------

2. When they precede a proper noun, they are capitalized.  

University of Pennsylvania	Coach Boeckel
----------------------------	---------------
3. Do not capitalize *high school*, *college*, *president*, *society*, etc., when used as adjectives or without distinguishing names.  

the high-school team	the college is new
the vice-president said	the society pins
4. In referring to offices, never capitalize them unless they precede a name.  
 Secretary of Service Helen Ellis announced . . .  
 Helen Ellis, secretary of service, said . . .
5. The terms *a. m.* and *p. m.* are never capitalized.  

5:30 p. m.	9:15 a. m.
------------	------------
6. Do not capitalize subjects in the school curriculum unless they are names of languages.  

chemistry	Latin	French	geometry
-----------	-------	--------	----------
7. Do not capitalize the names of classes or courses in the school.  

the sophomore class	the juniors
the commercial course	classical students
8. Do not capitalize college degrees when spelled out.  

master of arts	bachelor of science
----------------	---------------------
9. Capitalize the abbreviations of college degrees.  

M.A.	B.S.
------	------
10. Capitalize all proper nouns including names of months and days of the week.

## PIECES OF COPY FOR PRACTICE EXERCISES<sup>1</sup>

### *Copyreading "A"*

1                               the unnamed club, sponsored by Miss  
2 Lida Lamar, mett Thursday during the e.c.a. period?  
3 Mary Hidrite made an Announcement about a social meet-  
4 ing to be held before Thanksgiving. jane Straub who is  
5 president of the Club then told her Ex periences dur-  
6 ing a trip she took this sumer to the National Parks  
7 of the west, the Expositions at Dallas and San diego,  
8 and of her visit to Culver city.

### *Copyreading "B"*

1                               Washington Elem. School will observe Amer.  
2 Ed. Week which is set for Nov. sixth to Nov. fifteenth  
3 with two special programs.  
4                               The pupils of the 2nd floor will be  
5 hosts to the people of the community Thurs., Nov. 12th.  
6 "Our American Schools at work" will be the general theme  
7 for both proframms.

### *Copyreading "C"*

1                               GirlReserves in their last meeting.  
2 Wednesday, Octiber 28, were giv en a talk by Lois Bau-  
3 man, a Former Girl Reserve who grad uated in the first  
4 Centralgraduating class.  
5                               Miss Bauman, accompaniedby 2 friends,  
6 motored through England, Scotland, and Wales. She and  
7 her friends were intrsted in the historical back ground  
8 and the picturesquenessof thesecountries.

### *Copyreading "D"*

1                               Featuring Chalk Drawings and rag car-  
2 tooning by Howard Ellis, an Asse,mibly was sponsored by  
3 the lla class class of east high last Thurs. in East's  
4 auditorium.  
5                               Mister Ellisdrew pictures using religious  
6 and humorous themes. He has traveled ex tensively in the  
7 U.S. and has given performances in all of states the in  
8 the west. Hishome is In Sullivan, Indiana, where he began  
9 his artistic career.

<sup>1</sup> Special permission to reproduce these exercises for class use is found on the copyright page.

### *Copyreading "E"*

1                                Nail Driving contests, speakers, and  
2 musical trios were among the features at the meetings  
3 of the various e.c.a. clubs Thurs. morn.  
4                                The members of the recital club heard  
5 a brass sols by Lee Bennett; a song, me and the moon, by  
6 Mae Zeitz; a cello selection, heart bowed down, by Rose-  
7 mary Doss; and a trombone solo, pals, by John hoffman.

### *Copyreading "F"*

1                                Relating incidents in round-the-world  
2 trip, H.R. Erskine, Scripps-Howard Reporter, spoke be-  
3 fore student body last Monday Morning.  
4                                Mr. Ekins who was here for a short stay  
5 enroute to Memphis, Tennessee, spoke Central, East, and  
6 Memorial High Schools. In all he spoke to 3,789 students.  
7                                Leaving September twenty-first Mr. Ekins  
8 flew aroundthe world in less than nineteen days.

### *Copyreading "G"*

1                                With the celebration of National Educa-  
2 tion Week predominant in evansville schools nextweek,  
3 the Parent-teacher Association council will observ its  
4 program Mon. at delaware schol.  
5                                Guy Nicholson, director of guidance, will  
6 speak in the topic, education in the highschoools.  
7                                Mrs. Ed. Schauss, the school education  
8 chairman of the PTA council, will dis-cuss teh part  
9 of school education concerning parents the.

### *Copyreading "H"*

1                                At a meeting which washeld after school  
2 in room 26 plans were discussed to form a debating club  
3 for Central High school About fifteen boys were present  
4 and showed a vast amount of enthusiasm for this ex-  
5 celent project,  
6                                One of the teachers was presetn to advise  
7 the boys. He was L. T. Buck, head of the social Studies  
8 separtment. The boysexpect to make him faculty director  
9 of theclub. He is the regular debate coach, and is very  
10 experienced

11                   They decided to appoint a committee to  
12 investigate and make a study of debating societies in  
13 other schools with the idea of getting the latest ideas.  
14 The committee is Henry Miller, Peter Steinway, Harvy  
15 Wilson. It will also be expected to report on the draw-  
16 up of a constitution which any society needs.  
17                   All these matters will be voted upon  
18 at the next meeting late March.  
19 The object of the club if it is organized will be to  
20 increase debate interest, and to help in extemporane-  
21 ous talking.

In copyreading the above exercises, the student should make all the necessary changes, not just those denoted by the marks learned.

## WORK SHEET NUMBER 15

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*Step 1:* Read Chapter 15 on "Copyreading" and consult additional references in the library.

*Step 2:* Study the style used by your school paper by using your own style book if one is available.

*Step 3:* Using a mimeographed reproduction of the piece of copy shown at the beginning of the chapter, mark all of the corrections that you can remember without referring to your book. Compare your sheet with that of some other member of the class. After you have done this, look at the corrected lines in your text. List your errors and omissions.

*Step 4:* After studying the list of copyreading marks bring up for discussion any which you do not understand.

*Step 5:* Do the copyreading exercises in this chapter. In Exercise H remember that it is part of the copyreader's task to eliminate opinion and comment from a straight news story.

### *Additional Activities*

A. A number of short pieces of copy might be placed on the blackboard and class members be called upon to edit them before the entire class with discussion following.

B. If your paper does not have a style sheet, go as far as possible in preparing one. This should be either a small group or class project.

C. Good judgment has been listed as a tool for a copyreader. Explain in 200 words what this means to the school reporter.

D. Explain in 50 words the difference between copyreading and proofreading.

## 16. Checking the Printer's Proofs for Errors

### PROOFREADING

ONCE THE copyreader has edited the reporter's copy, it goes on to the linotypist, who sets it into type. The slugs—lines of type—taken from the linotype machine, are placed in long metal trays, called *galleys*. The type is inked and the proofs taken are known as *galley proofs*.

A proofreader reads these galley proofs to detect errors made by the linotypist. He very carefully marks each error, and in the margin he indicates the correction that is to be made. The linotypist glances down the margin, readily sees the corrections, and resets those lines. A helper takes the new slugs over to the galley trays and substitutes them for the lines in error.

These corrections that are made on the margin of the galley proofs are largely made in code (see Example 193), there being a standard set of thirty-five or forty proofreading marks in use in print shops today (see Example 192). The variations in the codes are slight from one shop to another.

The proofreader's task is limited compared with the copyreader's. The latter acts as an editorial critic of copy, while the former's work is entirely mechanical. Reading proof is the exacting task of seeing that the linotypist has set the copy as it was sent to him.

Student journalists must withstand any temptation to change the manuscript as they read proof. Two can read together to advantage. One follows the galley proof and marks corrections as the other reads aloud to him the original copy, calling paragraphs, punctuation, capitalization, as well as the words of the story. He even spells out difficult words and names. For instance, he reads:

"Paragraph—Don Ping's Memorial Tigers—capital M, capital T—were in a surly mood Tuesday afternoon—comma—and they clouted four Bosse pitchers for a 23—figure—dash—9—figure—victory—period."

Two students who read proof together for a few times become accustomed to some such system of their own, and it is remarkable how swiftly, yet how accurately, they can read down the long galley sheets. The one marking the



corrections can use a card to advantage as he goes from line to line. He makes his corrections neatly in the margin nearest the error. If there is no mark to indicate his message, he writes out his explanation as briefly as possible.

Two sets of galley proofs are supplied the proofreader, one of which he reads and leaves for the printer, the other he turns over to the staff member who will cut out the stories to use in making up a dummy of the pages.

### PROOFREADER'S MARKS

⊙	Insert period	☐	Move to left
↗	Insert comma	☐	Move to right
:/	Insert colon	☐	Move up
;/	Insert semicolon	☐	Move down
↖	Insert quotes	<i>stet</i>	Let it stand as originally indicated
↘	Insert apostrophe		
#	Insert space	<i>Run in.</i>	Make elements follow one another
^	Insert margin copy	<i>cap.</i>	Capitalize
=/	Insert hyphen	<i>s.c.</i>	Set in small caps
<i>ld.</i>	Insert space between lines	<i>l.c.</i>	Set lower case
&	Delete, or take out	<i>ital.</i>	Set in italics
↓	Push down space	<i>rom.</i>	Set in roman
×	Change imperfect letter	<i>b.f.</i>	Set boldface
¶	Paragraph	<i>w.f.</i>	Wrong font used
<i>No</i> ¶	No paragraph	<i>sp.</i>	Spell out
⊂	Close up	<i>fig.</i>	Use numerical figures
<i>tr.</i>	Transpose	=	Straighten lines
↻	Reverse	☐	Indent one em

Example 192

The proofreader has indicated corrections to be made.

by Neil Stein

*ital.*

"Station W9VOF. This is station W9VOF broadcasting from Benjamin Bosse High School, Evansville, Indiana."

*b.c.*

Perhaps you've heard this on your short wave receiver during the past few weeks. Charles Young and his fellow radio enthusiasts have installed the thirty-five watt transmitter, which Charley built in his home last year in the laboratory next to the Physics classroom, one hundred and fifty-one.

✓

○

*fig.*

At Fort Knox

Of the portable type, the gadget has been places, to say the least. When Young went to (Knox Fort) this summer with the National Guardsmen, the transmitter went too. At its resting place is here at Bosse where it is used before and after school and during Radio club meetings on Thurs. mornings.

#

*present*

*sp.*

#### Adams Vice-President

Naturally the members of the club elected Charley president and Gene Adams became vice-president.

=/

Clarence Hurt was chosen to serve as secretary. At present the twenty boys are with their transmitter which consists of eight tubes. Up to now they have been using Lyle V. Courtneys all-wave receiver to pick up signals from the stations with which they communicate, some of which are

○

✓ /: /

W9UNI—Tell City,

W9IVI—Lawrenceville, Ill.,

W9CNP—Knob Lick, Ky.

W3UBD—Ceasera, Ill.,

W9MOD—Anna, Ill., and of course

✓

various local stations. Charley, a member of The School Spirit staff, is also interested in public address systems and usually operates the school public address system when assemblies are held.

*c. & s. c.*

2

Example 193

The linotypist has made the corrections indicated by the proof-reader.

*by Neil Stein*

"Station W9VOF. This is station W9VOF broadcasting from Benjamin Bosse High School, Evansville, Indiana."

Perhaps you've heard this on your short wave receiver during the past few weeks. Charles Young and his fellow radio enthusiasts have installed the thirty-five watt transmitter, which Charley built in his home last year, in the laboratory next to the Physics classroom 151.

### **At Fort Knox**

Of the portable type, the gadget has been places, to say the least. When Young went to Fort Knox this summer with the National Guardsmen, the transmitter went too. At present its resting place is here at Bosse where it is used before and after school and during Radio Club meetings on Thursday mornings.

### **Adams Vice-President**

Naturally the members of the club elected Charley president and Gene Adams became vice-president. Clarence Hurt was chosen to serve as secretary. At present the twenty boys are endeavoring to purchase a receiver to use with their transmitter which consists of eight tubes. Up to now they have been using Lyle V. Courtney's all-wave receiver to pick up signals from the stations with which they communicate, some of which are: W9UNI—Tell City, W9IVI—Lawrenceville, Ill., W9CNP—Knob Lick, Ky., W3UBD—Cassara, Ill., W9MOD—Anna, Ill., and of course various local stations.

Charley, a member of THE SCHOOL SPIRIT staff, is also interested in public address systems and usually operates the school system when assemblies are held.

*Example 194*

## WORK SHEET NUMBER 16

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*Step 1:* After you have read Chapter 16 on "Proofreading" study again the proofreading marks shown in Example 192. Most of them appear again in Example 193.

*Step 2:* Study the daily papers for proofreading errors. Bring to class for discussion any examples that you can find.

*Step 3:* Read proof on the entire paper that was issued last week by your school news staff. Use the standard markings listed in this chapter and bring your copy to class for discussion.

TO THE TEACHER: It is extremely difficult to develop proofreading proficiency without the use of some kind of practice materials. The authors have two suggestions to make in this connection: first, that the teacher have exercises printed which contain numerous errors (such as Example 193), these to be corrected by students in class; second, that the teacher have prepared a number of uncorrected galley proofs from the type set up for the current issue of the school paper, these likewise to be used as practice material in class.

*Step 4:* Using the proofs that will be supplied to you by your instructor, practice reading proof singly and in pairs. Are there any instances in which the proofreader would be justified in changing copy?

*Step 5:* Select six or eight papers at random from those received as exchanges by your school paper. Proofread the first page of each. Rank the papers in order of merit of proofreading as a contest judge would.

### *Additional Activities*

A. Arrange for the head proofreader of your school paper to appear before your class and discuss his task as he sees it.

B. Visit the office of your daily paper and observe the proofreading process as it is carried on there. Make an oral report to the class.

# 17. Attracting the Attention of the Reader

## WRITING HEADLINES

**First impressions.** Two stores may handle the same quality of merchandise, but the one that arranges or displays its goods more attractively is the one that more favorably impresses the public.

Two makes of automobiles may be of the same worth mechanically, but the one with the more pleasing appearance is the one that scores the hit.

Two stenographers of identical ability apply for a position, but the one who makes the better first impression gets the job.

Physical attractiveness means just as much to the newspaper. Through its outward appearance it makes its first impression, which is so often the lasting one. This physical arrangement of the paper is known as make-up. It demands an artistic placement of stories, features, cuts, and ads, and selection of type faces and sizes.

**The demands of make-up.** Very few school newswriters ever become proficient in make-up. The one who makes the contribution is the occasional student with that rare combination of abilities—an artistic sense, an appreciation of the value of variety offset by a sense of balance and rhythm, a sense of design and pattern, a complete knowledge of available types and a yen to play around with those types, a business appreciation of the value of display, and an unwillingness to see things become fixed and static.

Perhaps the only real demand in respect to make-up that should be made of the student who first joins the staff of the paper is that he know the type faces and sizes that are used and that he can handle them accordingly in writing heads for stories.

An effective head schedule, accurately followed by all staff members, is the first step toward attractive make-up. Headline writing calls for a knowledge of the purpose of the headlines, the basic rules of construction, and the type faces or headline schedule used by the particular paper.



# Junior Hobby Horse Prances Gaily Through Central

(A)

Although every Centralite thinks his or her individual class is the best, no one can have failed to especially note the great variety and individuality and

# Graduation To Mark Fiftieth Anniversary

(B)

Celebrating Humboldt's fiftieth graduation anniversary, the class will have the 19 graduates as guests

# Donald Taylor and Barbara Folger To Be New Student Council Officers

(C)

Donald Taylor and Barbara Folger will head the Student Council next term as president and vice-president, respectively. They were elected Friday, May 16, by the student body.

The candidates were elected

# Filsinger, Shapland Are Voted As 'Topularity in Popularity'

(D)

Shirley Filsinger and Laurence Shapland were determined the most popular senior girls and take the ticket as seniors with the prettiest hair.

Senior girls and prettiest

# Engineers Map School Plot, Clearing To Begin Soon

(E)

With the drafting of contour maps by city engineers and the direction of architect Fred W. Markham under

Example 195

(A)

(B)

## January Grads Attain Highest Scholastic Goal

ۛۛۛۛ Mcۛ

# Announce Dates For This Year's Forensic Recitals

Dates for the forensic activities this year have been announced by Miss Ruth McKennan, Mr. H. H.

(C)

(D)

## Volunteers Will Help Needy Groups

This summer, high school students from all sections of the country will volunteer to aid needy communities in the United States and Mexico.

**Purpose of the headline.** A headline advertises a story by giving the gist of it—not by telling it. To be a good head it must catch the roving eye of the reader, and at the same time be true in tone to the story it displays. Since it is assumed that the reader of a paper does not want to read all of it, the use of headlines helps him in his selection. The heads, at times resorted to by daily papers, that are spectacular in either type or statement used represent attention-getting devices to encourage sales. Since the school paper does not depend upon headlines for circulation, it has little reason for using them in a sensational manner. In a few well-chosen words, the headline informs the reader, and in well-chosen type it adds an artistic dignity and attractiveness to the general appearance of the page.

**The parts of a headline.** Each section of a headline is known as a *deck*, or *bank*. Each headline in Example 196 is composed of two decks. In recent years the trend has been away from many decks and toward a few. Even in metropolitan dailies one rarely finds headlines with more than two decks, and these exceptions are found in the lead stories at the top of the page. Since headlines are repeating information that follows in the stories, a majority of school newspapers today are conserving their valuable and limited space by using one-deck heads. It stands to reason that a six or seven-column paper might use more decks than a five-column paper. Most high school papers are five-column and follow the one-deck plan. Typical are the papers reproduced in Chapter 24, which should be examined at this point.

**The modern head.** In Examples 195 and 196 we see the most typical of school newspaper heads, the *flush-left, no-count* head. The term *no-count* is used because a line may be any length provided it will go in the column. A general rule is that the line must go at least two-thirds of the way across the column. Many papers follow the style of having the first line longer, as indicated in most of the examples on page 246. Most heads of this type have two or three lines, as is revealed in the reproductions in Chapter 24. Obviously, the term *flush-left* means that each line begins flush with the left side of the column.

The *no-count* head came into use with the advent of streamlined newspapers. It has the advantage of being easy to write; seldom is it necessary to sacrifice clarity of meaning in order to make the head fit the space, as is sometimes the case with the heads that call for symmetrical appearance. Sans-serif type (type without cross strokes at the end of letters) is most frequently used in modern newspaper make-up. Of the examples on page 246, all are sans-serif type with the exception of B.

**Older head styles.** Some years back, the typical headline was one of two or three decks, the first being a *drop-line*, the subsidiary decks being of these

types: *inverted pyramid*, *hanging indention*, or *crossline*. They will not be discussed here since they are no longer advocated for the school press. The examples that follow are included for the sake of recognition of the types.

## Decorating Club

### Constructs House

←Drop-line head

### Plans To Exhibit Model

←Crossline

### Vacation Tomorrow for Pupils as Teachers Go to Classes at Southeastern Indiana Convention

←Hanging indention

### Annual Senior Play Moves Ahead—Regardless

←Inverted pyramid

*Example 197*

**The banner head.** The line of large type extending across the top of the page of a newspaper is called the *banner* or the *streamer*. It is used to attract attention to news of exceptional importance or timeliness. On page 136 two banners are used on a sports page, on page 137 one is used on a first page, and in Example 261, page 354, is found another on a first page. A number of daily newspapers used the banner each day because of its make-up value rather than any particular news significance. School papers use this type of head only for special occasions. It is followed by a regular headline, and then the story.

**The headline schedule.** A *headline schedule* is of great value in standardizing the appearance of a school newspaper. It holds the staff to a style that gives the paper its distinction in make-up. For this reason it is not good practice to change the headline type faces frequently. It is to be noted that a daily paper carefully preserves its distinctive headdress over a long period of years. Every newspaper has the responsibility of determining the kinds of headlines that it will use, for only by using consistently an established style of heads does the paper take on the appearance of a standard product. It is recognized by its headdress. Once the types of headlines have been standardized, they become the paper's *headline schedule*. They appear in a printed manual for reference. On the next two pages, 250 and 251, are samples from such a schedule.

---

**WE'RE BA**

---

**Inaugurates Ne**

---

**May Day Celebration  
To Include Crowning**

---

**Stimulate Essay Contest**

---

**Production Fills Stage**

---

**Historic Civil War Home**

---

**Stop! Beware! Shopping Females**

---

*Just Looking Things Over*

---



BGH—60 pt.  
4 col.—24 units  
5 col.—30 units

BGH—48 pt.  
4 col.—32 units  
5 col.—40 units

BGM—36 pt.  
2 col.—21 units  
3 col.—30 units

BGH—30 pt.  
2 col.—24 units  
3 col.—37 units

LYD—36 pt.  
2 col.—21 units  
3 col.—33 units

LYD—30 pt.  
2 col.—26 units  
3 col.—41 units

LYD—24 pt.  
1 col.—16 units  
2 col.—32 units

KAUF—30 pt.  
2 col.—25 units  
3 col.—40 units

## Hale Receives Quota Award From Group

## Which Came First, Chicken or Egg?

## No More Federal Tax To Burden Activities

## PTA Study Groups Develop, Improve Personalities

## Clubs Consolidate, Select Officers For New Term

BGM—24 pt.  
1 col.—14 units  
2 col.—29 units

BGM—18 pt.  
1 col.—18 units  
2 col.—37 units

BGM—14 pt.  
1 col.—21 units

LYD—18 pt.  
1 col.—19 units  
2 col.—41 units

BGI—18 pt.  
1 col.—18 units  
2 col.—37 units

### Headline Schedule

Sample heads from the headline schedule  
of *The School Spirit*, Bosse High School,  
Evansville, Indiana.

*Example 198*

Most school papers find it simpler to have two or three editors do all the headline writing. They become proficient at the job, and carry out the task at the copy desk after all the stories have been turned in for final reading. The types of heads to go on the various stories have been determined earlier when the page layouts were planned. The head writers check with these original planned pages as they construct the headlines. The newspaper field has a rather well accepted set of guides, or standards, for headline writers to follow. These hold true of daily papers as well as school papers. The rules that follow are basic.

## RULES FOR WRITING THE HEADLINE

1. Incorporate the main feature of the story in the headline. Write the head for the news story from the lead.

2. All past and present happenings are written in the present—"Central Defeats Boonville," not "Central Defeated Boonville." The future is indicated by the infinitive—"Central To Play Boonville."

3. Write in the active rather than the passive voice, unless by using the passive the significant thing is placed first.

4. Let each deck be a complete sentence, with a verb if possible.

5. If necessary, a verb may be understood in a headline—"Vincennes Team in Poor Condition." It is common for "is" and "are" to be omitted, and "in" often serves as a verb. It is preferable, though, to use an active verb in each deck.

6. Although it is preferable to begin a deck with a subject, an infinitive may be used. In such an instance the subject should begin the next deck.

7. Use numbers in headlines only if they are important, and in such instances they should appear as figures. Avoid beginning a headline with figures if possible.

8. Most stories contain some few key words. Build the headline around these words.

9. Select short words and avoid a long word in the first deck that will completely fill the line. One- and two-syllable words are preferred.

10. Do not repeat a key word in the same deck or a subordinate deck unless its use is definitely preferable to its synonym.

11. Do not divide words or names from one line to another.

12. The articles "a," "an," and "the" are seldom used, their use being for the sake of balance.

13. Avoid excessive punctuation in headlines. Use a semicolon instead of a period, single quotes instead of double, and the comma sparingly. The comma is used instead of the conjunction "and."

14. Avoid excessive abbreviation in headlines.

15. Most headlines today are written in capitals and lower case, replacing the former all-cap heads. The usual style is to capitalize all words except conjunctions, articles, and prepositions that are less than four letters.

## THE MECHANICS OF HEADLINE WRITING

**A Mechanical Problem.** Observing the fifteen rules presented above is not in itself enough. Headline writing presents mechanical problems. It has often been pointed out that heads are set from metal rather than rubber type, and for that reason the writer is definitely limited by the width of the column and the type in which the head is to be set. He must consider each line of each deck separately as he writes.

Each line contains a certain number of units, the number depending upon the face and the size of the type. With each letter and each space counting so many units, headline writing calls for a simple mathematical formula. Back in the days when all-cap heads were the style, the process was simply stated: Count all letters one unit except M, W, and I—M and W being  $1\frac{1}{2}$  each, and I being  $\frac{1}{2}$  unit. Today attention to the ease of reading and the attractiveness of the page has swung the style to lower-case letters, with only the main words capitalized. This makes it imperative that each staff build its own scheme of counting, determined by the particular type faces used in its paper.

Some of the type faces now popular because of their legibility and attractiveness are Caslon Clearface, Cloister Bold, and Bodoni Bold, with their accompanying italic fonts. Kabel and Bernhard Gothic are among the leaders in the modern sans-serif type.

**Counting units.** It is essential to count units closely in the main decks of larger point type. When capitals and lower case are both used such a formula as this is fairly true:

Count every lower-case letter 1 unit, except f, i, j, l, m, t, and w.

Count lower-case f, i, j, l and t  $\frac{1}{2}$  unit.

Count lower-case m and w  $1\frac{1}{2}$  unit.

Count all capital letters  $1\frac{1}{2}$  except M, W, and I.

Count capital M and W 2 units.

Count capital I 1 unit.

Count all punctuation marks  $\frac{1}{2}$ , except the dash and question mark, which are counted 1 each.

Count all spaces between words ordinarily 1, changing to  $\frac{1}{2}$  or  $1\frac{1}{2}$  to make the count more nearly true.

In dealing with the smaller point types, such as 14 point or smaller, the headline writer is safe in counting everything one unit. The narrow letters balance the wider.

**The headline blank.** Relationships between the newsroom and the print shop can be greatly improved if a standard, printed headline blank is used in

writing headlines. This is true regardless of whether the printing is done in the school print shop or by a commercial printer. Some staffs use headline blanks for all hand-set heads and write the second decks, which are machine set, on the top of the copy. For headline blanks, small slips of paper having spaces for the style and size of type may be used. A slightly different form is pictured in Example 199.

This blank has spaces for the kind and size of type, the width the head is to be set, the kind and style of headline, the names of the writer and the page editor, and the number of the page on which the head is to be used. In addition, the blank utilizes a novel counting device in the nature of light and dark vertical lines. The dark or heavy lines are one unit apart and are numbered from the left at the top of the sheet. The light lines are used to indicate one-half a unit and are located between the heavy lines. Thus, if the writer wishes to make a letter that counts one and one-half unit, he utilizes three half spaces. Likewise, if he is writing a letter that counts only one-half space, he uses only one of the half spaces. When this form is used, the writer starts each line at the extreme left, regardless of the type of headline that he is writing. When he does this, the exact unit count of each line may be determined by looking at the number at the top of the column in which the last

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Style **BGI-18**      Headline Copy Sheet

Picas **12**      ; Type **BGI**      ; Points **18**      ; Case **crle**      ; Kind **≡≡≡**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Students To Begin</b> <b>Class Enrollment</b> <b>For Next Term</b>																																							

Writer **Taylor** ..... ; Page **1** ..... ; Page Editor **Hawlick** .....

---

This headline blank was prepared by Edward T. DeVoe, an instructor in English and journalism at Bloomsburg (Pennsylvania) State Teachers College, who described it in the December-January, 1936-1937, *Quill and Scroll* article, "A Headline Chart for Copyreaders."

Example 199

letter of the line falls. In the original of the reproduction in Example 199, the vertical lines are in light red, thus making a greater contrast between the lines and the letters which are written over them.

As previously indicated, such a system as this given above for counting units is an individual matter for each paper to work out in the light of its type at hand. This system is merely given as one that functions well for one paper.

**Using a headline schedule.** A headline schedule has two purposes: (1) to help the page designers choose the types of heads, and (2) to enable the headline writers to construct the heads once the stories have been written. With a knowledge of unit counting, and the page dummies and the headline schedule at hand for reference, the headline writer is ready to construct the heads for the various stories. In time the process becomes almost mechanical for him. Example 198 is taken from the headline schedule of a high school paper.

### *The Variety Headline*

**Attention Value.** The unusual attracts attention to a greater extent than does the commonplace. While the typical headline schedule usually provides for some variation, the paper that never deviates from its schedule is apt to be dull and lifeless. In headline writing as in good story writing there is no substitute for originality and ingenuity. The young journalist should be encouraged to experiment with new headline forms.

**Variety.** The occasional head that is different will attract attention. Such a "variety head," as it is called, can be different because of its typographical make-up (see Example 200, A, B, C, and F) or it may be different because of what it says (see Example 200, D and E). Such headlines are found more commonly on the feature page and the editorial page but are useful elsewhere, *provided they are not overdone*. Remember that once they become the rule rather than the exception, they cease to accomplish that purpose for which they were designed. Pleasing appearance and good taste should be the standards against which "variety heads" are evaluated.

TO THE TEACHER: Sample news stories are essential as practice material for headline writing. Almost any daily newspaper with a leased wire service will be glad to supply teletype copy for the purpose. If teletype copy is not available, news stories from which headlines have been clipped may be used.



**Desserts Plentiful**

(A)

## **But Prices Curb Appetites**

**—Of Thrifty Rebels**

With cake-a-la-mode up 3 cents and only one meatball in their spaghetti, Rebels have been hit below the waist by prices.

**Back stage**

## **They're working on scenery**

(B)

For every play there are theater school, making scenery, are: those who work hard, yet receive Angelo Cairns, Wray Clapp, receive their reward.

**Former 'Lite Shines**

## (C) **Mary Lou Hannon Crowned Queen of D.S.R. For April**

Central High can take pride in forgettable and thrilling events. I Miss D.S.R. of April, for she is shall never forget," declared Mary Lou Hannon.

## **Freshmen Find High School Life At CHS Confoozin' but Amoozin'**

(D)

Has anyone noticed any foreign faces walking around the school? It's almost completely local.

These variety headlines have been taken from the following papers: (A) *The John Adams Journal*, John Adams High School, Cleveland, Ohio; (B) *The Pioneer*, Southwest High School, St. Louis, Missouri; (C) *The Central Student*, Central High School, Detroit, Michigan; (D) *The Co-Ed Leader*, Commercial High School, Atlanta, Georgia; (E) *The John Hay Ledger*, John Hay High School, Cleveland, Ohio; (F) *The Entree*, Plainfield High School, Plainfield, New Jersey.

Example 200

## **Come Over Tonight! We'll Cultivate Nice Fishing Worms**

(E)

By ROSANNE AUGUSTINE

"Go get a story from Mrs. Warstler about her worm farming!" com-

## **Entree Wins Highest Honor**

(F)

History repeating itself, the Entree won the highest honor for its high school.

## PRINTERS' MEASURES AND TYPE FACES

**Points and picas.** In printing, the term *pica* is used to denote a measure of length approximately one sixth of an inch. This unit is divided into twelve smaller units known as points. For example:



This is a twelve-point or one-pica line.



This is a six-point line.



This is a one-point line.

Seldom are measurements in printing taken in inches; usually the pica (about one sixth of an inch) or the point (one seventy-second of an inch) is used.

**Sizes of type.** Of course, type varies in size and it is measured with the point system. Type that is approximately  $6/72$  or  $1/12$  of an inch high is called six-point type. Type that is approximately one sixth of an inch is called twelve-point type. For example:

This is 8-point type.

This is 10-point type.

# This is 30-point type.

As is indicated later, there are numerous styles of type. However, there is no relationship between style and size; any style of type is available in various sizes.

**The em.** Some printers use the terms *em* and *pica* interchangeably. However, they are not the same thing. Actually, an em is always the square of the type, whatever its size may be. That is, in 30-point type, an em is 30 points square; in 8-point type, an em is eight points square. For example:

Here is an em in 8-point type.



Here are two ems in 10 point.



Here are three ems in 12 point.



The only time when the em and the pica are actually identical is when 12-point type is under consideration (12 points equal 1 pica).

### WORK SHEET NUMBER 17

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**Step 1:** Read Chapter 17 on "Writing Headlines" and consult additional references.

**Step 1:** Clip and mount five headlines, each of which violates one or more of the fifteen rules for writing headlines which are laid down in this chapter. Indicate by number the rules violated.

*Step 3:* Clip from a recent issue of your school paper a story with a poor headline. Mount it and rewrite the head.

*Step 4:* Using practice materials which your instructor will supply, write three different kinds of headlines. (When headline schedules are available, the teacher should indicate particular styles to be prepared.)

### ***Additional Activities***

*A. Group activity.* Prepare a headline counting test for the others in the class. This may be done by selecting lines from representative headlines in copies of your school paper. Mount each on a separate piece of cardboard and number. Either post them in the room or pass them around to various members of the class so that each person may count each line and record his results. When all have finished, read the answer key and discuss any that have been missed by a large number of the class.

*B. Group activity.* Using the clippings prepared by all members of the class in Step 3, tabulate the violations of headline-writing rules. Which are most frequently violated? Can this be accounted for?

*C. Group activity.* If your school paper has no printed headline schedule prepare one in the following manner:

1. From old copies of your paper clip one sample of each of the different headlines that are used.
2. Mount these on a large piece of wallboard or cardboard, grouping together those that are composed of the same kind of type.
3. Assign numbers and letters to each headline.
4. Indicate the kind and size of type at the side of each.
5. Indicate the maximum and minimum count of each line.

Such a schedule hung in the newsroom will be a valuable asset to any staff.

*D. Group activity.* Using a plan similar to the one outlined in activity "A," prepare a test on the different sizes and styles of type used in your school paper. Administer the test to the class and check the answers in the same manner.

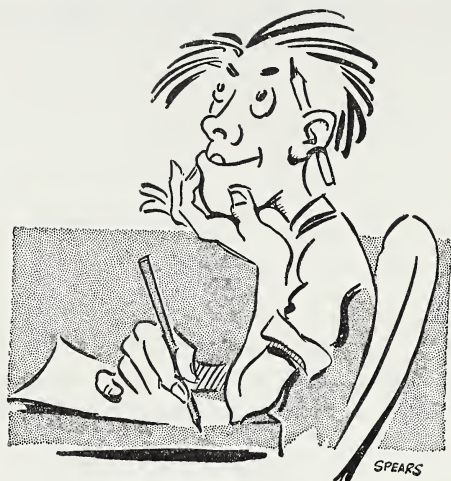
*E.* Using practice materials to be supplied by your teacher, continue as you did in Step 4 until you have written every kind of headline used in your school paper.

## Part 2: Advanced Study and Exercises in Publication Work



From *The Wheel*

McAllen, Texas, High School





# 18. Establishing Good Working Relationships

## STAFF ORGANIZATION

**Fundamental principles of organization.** Because school situations vary, there is no one *best* staff organization. However, there are five fundamental principles of organization that should be considered regardless of what system of staff management is employed:

1. The organization must be sufficiently flexible to permit the utilization of the available pupil personnel to the greatest possible advantage.
2. The staff must be organized so as to fix responsibility definitely and without question.
3. There must be planned provision for promotion from semester to semester through some sort of rivalry system.
4. There must be adequate provision for in-service training of all staff members.
5. The staff must be organized into workable units that are more or less complete in themselves.

For obvious reasons, no staff organization should be transplanted from one school to another. The plan set up in the following sections is merely cited as a typical plan, one that has proved to be successful in its own school. While it outlines definitely the duties of all staff members, it is probable that any plan of organization that observes the five principles advanced above will work as well as any other.

### A TYPICAL ORGANIZATION

**Not a replica of a daily staff.** The organization presented here is one that has been developed through several years of continuous publication of a school paper. See Example 201. It is essentially a school-paper organization and bears little semblance to the staff organization of a metropolitan daily. Some school papers still cling to the typical "newspaper" plan which usually

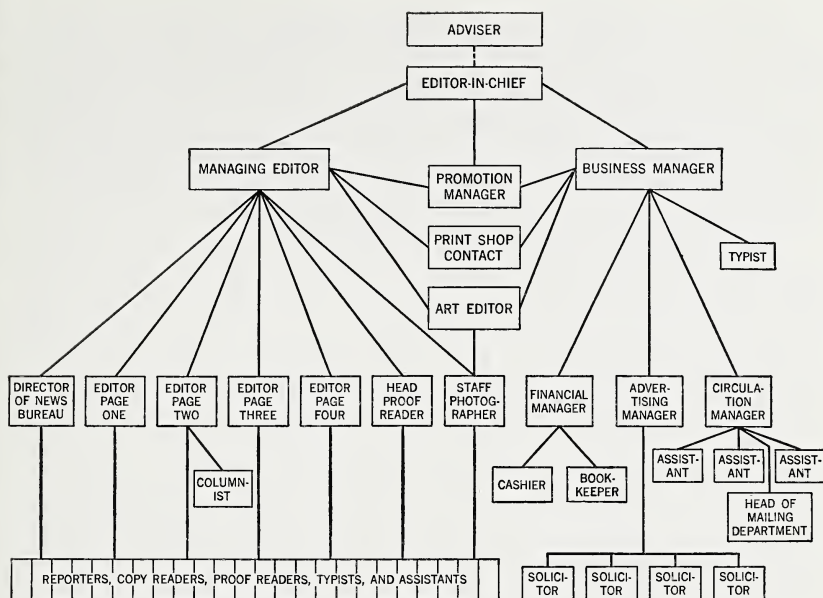
includes among others a city editor or news editor, a single make-up editor, a universal copy desk, and a single copy-desk head. The authors, in presenting the plan suggested here, feel that it is more nearly in harmony with the principles of organization outlined above than is the daily-paper organization which was so naturally and generally transplanted to the school-publication field when school newspapers first began to spring up. It may be said that a plan such as the one presented here tends to distribute responsibility more widely and to break the work up into definite units—namely the several pages—more than does the daily-paper plan.

**The editor.** The editor is the head of the entire staff, directing all other workers, both editorial and business. He works especially through the managing editor and the business manager. He is the representative of the paper in all school activities. He is a school leader, commands the respect of the staff, the student body, and the faculty. The editor is aggressive but level-headed, not one to be running after sensational stories. He has a mature judgment, handles staff difficulties well, and has advanced to this position through successful experience in lower positions on the staff.

### *1. The Editorial Division*

**Managing editor.** The managing editor is in charge of the entire editorial staff and is responsible for all reading matter. He directs the output of copy, working generally through the page editors. The person who holds this position should be ready with ideas for staff members when needed. He decides news policy and passes judgment on advisability of copy. The managing editor is responsible to the editor. He is a good newswriter, writing just enough to set an example for others. He is tactful, shows confidence in those of his department, and is appreciative of the ability his workers show.

**Page editors.** There are four page editors for the respective pages—(1) news, (2) editorial, (3) feature, and (4) sports, each editor naturally being capable in the field of that particular page. The page editor is responsible for assigning, gathering, copyreading, and editing all news on the page, being aided by page assistants. He keeps a datebook, and works far ahead on future assignments. He keeps copy records of all work he assigns, and can at any time give those above him an accurate report of the work of any reporter that has had a story on that page—a report showing deadline evasions, unusual initiative, and any other relevant facts. He determines the make-up of the page. He is responsible to the managing editor. He must be a capable news-writer, have a keen sense of news, know type faces, and handle his staff prop-



Example 201

erly. He should feel an in-service training obligation toward the less capable who work under him.

To distribute responsibility more widely, the adviser in handling a large staff may very well use eight page editors, two for each page. These page editors may alternate by weeks in editing their respective pages. While Barbara's page for this week is in the process of composition in the print shop, Bob is planning his page for next Friday, and vice versa.

**Proofreaders.** There is a head proofreader who is responsible to the managing editor for the proofreading. Working under him, and following the schedule of work that he has set up, are three assistants. This department must be steady and observing in its task, taking a pride in diminishing the errors from week to week. See Chapter 16.

**Page assistants.** Under each page editor is a staff of workers who read copy, type stories, write headlines, and assist in any other way possible in getting out the copy for that page. Some of these understudies often succeed to page editorships the following semester. Since pages one and two, being free of advertising, carry more copy than the other two pages, one more assistant is provided for each of them. The assistants are responsible to the editor of that page.

**Director of the news bureau and assistants.** To co-operate with city papers, giving them the school news daily, is the chief duty of this director who is aided by three assistants. It is his job to collect all data to be sent to the dailies, handing the material over to his assistants, each of them being responsible for getting in touch with one paper. The director is responsible to the managing editor. He must constantly strengthen his bureau, checking on the publicity that actually comes out in print. See Chapter 26.

**Columnist.** Above all, a columnist should be a person with ideas. This staff member should actually create his own column. He is responsible to the editor of the page on which his column appears and to the managing editor. Occasionally, staff members create columns which are so good that succeeding staffs attempt to continue them after the originators have graduated or have left the staff for some other reason. The attitude should be that unless the candidate for the position has some specific idea for a column, one that is actually his own, he should not be considered for the position. Columns to be effective must be alive, and to be alive they must reflect the personality of the writer. This can rarely be the case if the columnist is attempting to follow the style of his predecessor.

**The staff photographer.** This member of the staff is definitely interested in photography. He can work in the darkroom and do his own developing and printing. He has "news sense," is responsible to the managing editor, but works close to the art editor.

**Typists.** Typists are needed for each page, being directly responsible to the page editor. The number varies with the size of the paper.

**Reporters.** Every member of the editorial division is a reporter, each holding some responsible position in addition. Even the editor-in-chief may be assigned stories by the page editor, and in this particular capacity he functions in the same manner as any other staff member.

**Copy-desk operation and posting assignments.** As has been previously stated, the authors do not recommend the universal copy desk, that is, a single copy desk having a small number of copyreaders who edit all copy. Instead, they favor a copy desk for each page with the editor of that particular page acting as head of the copy desk. This plan makes it possible for a larger number of students to profit from the experience and in addition does much to eliminate "passing the buck" from one staff member to the other. When this plan is used, each page of the paper functions as an individual unit with definite responsibility for its production resting on the editor of that page. Duplicate stories are avoided by the page editors conferring with one another and with the managing editor when assignments are made.

Under this plan, the page editor makes the assignments for his own page at a specified time in advance of the deadline. Previous to the posting of assignments, he has been in touch with the director of the news bureau to make sure that all available news sources have been surveyed. A printed assignment sheet, Example 203, is furnished for posting assignments. It has been printed on the back of a Manila envelope, 9½ by 12½ inches, thus providing a container for the copy that is to come in for that page.

The name of the reporter is posted, the title of his story, the approximate length, and, if necessary, the source. As the copy is turned in, the page editor places it in the envelope. At a regularly assigned time the page editor meets the members of his copy desk and directs the editing of the copy and the headline writing. As headlines are written and copy is edited he records the name of the copyreader in the space after the title of the story on his assignment sheet, thus making a permanent record of the whole process. The envelope then serves as a container in which to send the copy to the linotypist.

In similar fashion, the page editor is provided with printed envelopes, in which he places his headline blanks. See Example 202. These blanks (Example 199) are counted and the number enclosed is recorded in the space provided on the envelope. In addition, the class schedule of the page editor is recorded on the face of the envelope so that he may be located if he is needed in the print shop.

After the material has been set up, two galley proofs are taken, one of which is read and corrected by the proofreaders and the other of which is sent to the page editor. Using these galley proofs, and proofs of his headlines, he pastes up a dummy indicating to the print shop every detail necessary in composing the page. This dummy then goes to the composing room where the page is made up. When the composition is completed, a tissue paper proof is pulled and the page editor together with the managing editor examine it carefully for any errors that may have been missed. When the final O.K. is received and changes have been made it is locked up and goes to the pressroom to be printed.

**The editorial board.** If the editorials of a school paper are to be interesting and vital in nature, they must be founded upon something real and specific. For staff members to voice their individual sentiments in the editorial columns of the paper without their attitudes first being approved by the staff is unfair and misleading. For this reason, each school paper must have some kind of policy-determining organization for the purpose of taking definite positions regarding issues that may arise.



# Headline COPY

Page

ISSUE DATE.....

ISSUE NUMBER .....

NUMBER OF HEADS ENCLOSED.....

PAGE EDITOR .....

In Case of Difficulty the Page Editor May  
Be Located:

Period	Room
--------	------

1. ....

ECA .....

2. 3. 1-12 Feb Feb

4. ....

5. ....

6. <u>                    </u>	<b>DEADLINE</b> <u>                    </u>
--------------------------------	---

7. ....	x
---------	---

### Example 202

Both of these forms are printed on Manila envelopes which are large enough to hold the linotype copy (below) and the headline copy (left). Keeping copy together in some fashion such as this will do much to systematize publication routine.

[illegible]

If the staff is small, it may act as a whole in this capacity. However, if it is large, some smaller organization is necessary. One school newspaper maintains an editorial board for this purpose. This board is composed of the editor-in-chief, the managing editor, and the several page editors. It meets regularly one day a week and is subject to call by the editor, managing editor, or adviser. Each semester a platform consisting of several planks is drawn up and is continually subject to revision throughout the semester. Page 408 shows the platforms from three different school newspapers. Once the board has taken a stand on a particular issue, definite plans are made for attacking the question through cartoons, interviews, editorials, questionnaires, and other means. The editorial board might be called the brains of the editorial division, and its effective functioning completely eliminates the problem of individual opinion being voiced as staff opinion. The individual writer represents the staff; the staff, the school as a whole.

## ***2. The Business Division***

**Three departments.** Frequently the business and editorial divisions of the school paper meet as a single class. This plan is satisfactory if the paper and the staff are small, but as either or both increase in size and as the functions and the activities of staff members are extended, it is desirable to divide the staff into the two groups. In the business division there are, in general, three departments—the accounting department, the advertising department, and the circulation department—each of which is treated extensively in one of the three chapters immediately following.

**Business manager.** The business manager is in charge of all business and financial matters. He heads the business division and is equal in rank with the managing editor, responsible to the editor. He is courteous, tactful, and patient, managing the advertising force, the collection work, and the circulation. It is the duty of the business manager to do all of the purchasing for the paper. He determines the financial policy of the paper, operates on a budget, and makes all payments through the all-school business manager. In short, he assumes the responsibility of financing the paper.

**The financial manager.** The financial manager is an assistant to the business manager in so far as financial matters are concerned. He oversees all bookkeeping activities, issues monthly statements, and makes financial estimates and reports to the business manager, the adviser, and the staff. If the paper is large and frequently issued, he may need assistants.

**Advertising manager.** The advertising manager is in charge of all advertising and is responsible to the business manager. He plans the ad campaigns,

directs ad solicitors, plans ad copy, designates ad make-up on dummies for pages three and four, and sees that the ad total is kept up to the quota set by the department. He also goes out with his assistants when they are selling advertising space.

**Ad solicitors.** There are four of these workers, preferably two girls and two boys, who work under the ad manager in securing the paper's ads. They must be aggressive, businesslike, willing to work after school, and make favorable contacts with business firms.

**Circulation manager.** The circulation manager holds an important position but one which is often underestimated. He is in charge of all circulation, both in- and out-of-school subscriptions, and subscription campaigns. He prevents all "leaks" in paper distribution. He also assists the business manager in subscription collections, since accuracy in keeping circulation lists up-to-date depends upon knowledge of progress of collections. The circulation manager is responsible to the business manager.

**Circulation staff.** Four staff members who work directly under the circulation manager in getting papers folded, counted, and distributed within the school constitute the circulation staff. One assistant is designated to supervise the mailing of exchanges and mail subscriptions and also to organize and preserve those exchanges which are received in return.

**Typist.** The business department needs one typist who types circulation lists, bills to be sent out to advertisers, and anything else which may be needed.

### *3. Overlapping Positions*

**Members of both divisions.** A few of the staff members cannot be listed specifically as members of either the editorial or business division because they serve both or because they serve as a link between the two.

**Print-shop contact.** This person, responsible to both the managing editor and the business manager, bridges the gap between the print shop and the staff. He eases friction between the two. Trained in both newswriting and printing, he works through the shop, rewriting heads that won't fit, seeing the ad manager for advertising copy that is late, taking heads from the managing editor to the shop, and doing any other thing that will prevent staff members from running to the print shop and the print shop from having to send for this or that staff member.

**Promotion manager.** The promotion manager furthers the general welfare of the paper through promotion schemes that will advertise the paper to the students and convince business houses of its value as an advertising

medium. He is responsible to both the managing editor and the business manager. His duties will include such matters as helping the business department put over a subscription drive, furthering a weekly broadcast by the school paper at the local radio station, promoting an all-school spelling bee, and improving the exchange list so that better papers will come into the news-room. It is an excellent job for one who is still on the staff after having served in some important position such as editor or business manager.

**Art editor.** This editor is in charge of all art work that goes into the paper, such as cartoons, photographs, and linoleum block prints. He works closely with the business manager to determine funds available, with page editors to determine their wants and needs, and with the managing editor to be sure that the art carries out staff policies. He becomes proficient in make-up and is able to give all page editors assistance in make-up. He is responsible to the editor-in-chief.

**Board of control.** As the size of the staff increases and as the individual problems of each division become more and more foreign to the other division, there arises a need for a co-ordinating agency between the two. The board of control composed of the editor-in-chief, three members elected by the editorial board, three elected by the business division, and three representing the student printing department acts in this capacity. The editor-in-chief presides, a secretary is elected, and problems that do not fall solely within the specific jurisdiction of any one of the groups are presented here for settlement. When arguments arise between the two divisions, when special editions and extra pages are being planned, and when major equipment needs to be purchased, this board makes the decisions. The board meets bi-weekly and accurate minutes of the meetings are kept.

## USING THE SCHOOL BUSINESS DEPARTMENT

There are two main plans of organizing the business management of a school paper. One is to provide these positions as a branch of the regular staff organization, as has just been discussed, and as was shown in the staff chart on page 263. The other plan is to set up this financial operation in the business department of the school, thus providing a second faculty adviser and a core of business students in that department.

This second plan has its educational merits in the business training it gives students who are following that curriculum in school. For instance, practice in selling, keeping books, and other phases of business management are provided. The plan is practical only in schools large enough to have well organized courses in these fields, through which the students first receive the theory with

which this work can be matched as the practice. The disadvantage of the plan is mainly one of separating the responsibility for the production of the paper. There must always be a close working relationship between editorial and business staffs. Both groups must feel the enthusiasm and pride that go to make a good school publication. If the business department takes over the financial side of the undertaking, then there must be a way of making those students feel ownership in the production. The attendance at staff meetings and the use of the news office as the business office as well are but two of the means of accomplishing this end.

## THE RELATIONSHIP OF THE ADVISER

**Teaching responsibility.** "Editor, it is your job to edit this paper, and I am leaving it to your good judgment. I'm here to help, but would rather read my paper after it comes from the press"—might well be said by any faculty sponsor to his editor. The acceptance of staff responsibility is essential to successful high-school journalism. The adviser's first duty is to set the stage for the staff work, assuring the best of working conditions. Faculty support may be lacking, office equipment may be lacking. He must protect his staff from pressure from above, and protect those above from embarrassment through the publication. Once he has demonstrated his faith in the ability of the staff, and the staff realizes it, he has definitely established himself as a director of learning rather than as a dictator.

**Sponsor's work on the paper.** Should the sponsor ever write for the paper? Perhaps for a purpose only—to win the respect of his followers. If the sponsor does such writing occasionally—perhaps twice a semester—he must not do it with the attitude of doing a job he cannot trust the staff to do.

Without realizing what he is doing, he may easily interfere with the educative process. Efficiency may deceive him; many educative crimes, especially in the extra-curricular field, have been committed under the guise of efficiency. Should censorship be exercised on the paper? Certainly, but not through teacher domination. It should be a part of the educative process, the staff providing the censorship. That no newspaper ever publishes all the news can be the adviser's approach in making the staff see that censorship is a natural part of publishing a paper, that editing means selecting. Emphasis means as much as selection in printing the news. The writer must anticipate the consequences of the story he is offering for print. If he doesn't, perhaps the page editor will. If the page editor doesn't, surely the editor will. As an editor selects stories for publication, he rejects others naturally. This is censorship. Seldom need the adviser be the censor.



## HOW TO MAKE IT WORK

Once the proper organization for the paper in a particular school has been set up and the adviser's proper relationship has been established, the real problem becomes one of "making it work." Here are some suggestions.

**Have a workplace.** Staffs differ in their facilities and in their work-space. Frequently the student has little control over the adequacy of these facilities. The point is, however, that the staff must have headquarters. It may be a cubbyhole under the stairs, a corner of an English room, or a full office for the sole use of the staff.

**Have a staff handbook.** The handbook may be printed but probably should be mimeographed since it will need to be revised frequently. Following is the table of contents from the handbook of the *York High Weekly*, William Penn Senior High School, York, Pennsylvania, and the section on "Good Will" from that handbook.

### I. THE WEEKLY IN RELATION TO YOU AS AN INDIVIDUAL

- A. Time
- B. Position on Staff
- C. Benefits
- D. Scholarship

### II. THINGS YOU MUST UNDERSTAND TO BE A GOOD STAFF MEMBER

- A. Editorial Policy
- B. Good Will
- C. Loyalty: Traditions and Achievements
- D. Blank Forms
- E. Directory

#### Good Will

There are two very definite reasons why members of the *Weekly* should try to promote a feeling of good will toward that organization among teachers and students. They represent the two groups upon which we are dependent for support.

The first concerns the matter of subscriptions. A school newspaper must necessarily look within the walls of the institution in which it thrives for the majority of its subscribers. In the long list of subscribers outside of the school, the great majority are either alumni or other interested persons who receive the *Weekly* as a gift from students. Thus the continued existence of our newspaper depends almost entirely upon whether or not students feel anxious to support it.

The second way in which we are dependent on the school is with regard to the subject-matter of each issue. It is only through the co-operation of students and, to a greater extent, of faculty members, that we are able to collect sufficient material to print news which is both interesting and new to our readers.

With our objective squarely in view, the problem of reaching that objective becomes itself much less obscure. Unless he is unworthy of the name, no *Weekly* staff member who is thoroughly aware of the dependence of his newspaper on the good will of teachers and students will allow any personal prejudice that may exist between these persons and him to react against the *Weekly*. Rather, he will be at all times careful to prevent such a feeling from arising.

He will make a similar effort while doing *Weekly* work. If he is, for example, a reporter assigned to cover the story of a program to be sponsored by a teacher, he will prepare a written series of questions necessary for the article prior to interviewing that teacher, since the teacher should not be annoyed by a series of visits to get information that can be obtained during the first visit. The teacher's natural desire to see the program publicized will, incidentally, cause him or her to extend the same kind of courtesy to the reporter in assembling as soon as possible all information that may not be at hand at the moment. Some teachers, however, must be constantly followed up so that they will learn to make plans far ahead.

It is impossible to list here the many ways of gaining the good will of teachers and students. It would probably be useless to do so in any case, since the only necessity is that those who represent the *Weekly* in the eyes of the school (and remember that this includes not just reporters going after stories but ALL *Weekly* staff members at ALL times) should remember their debt to the teachers and students. As long as they feel the full weight of this debt, they will know instinctively how to act in accordance with it.

Promises to teachers and students, obligating the *Weekly*, should never be made without proper authority. When promises are made, they must be kept. Always avoid any act or statement that could in any manner undermine *confidence* in the *Weekly*.

*Example 204*

**Have written job descriptions.** One of the first principles of organization is a clear definition of the duties of each member of the organization. There is no substitute for writing these down. Such a written statement is called a job description. Here is a sample job description for the positions of Editor-in-Chief, Associate Editor, and Feature Editor as they are set up on *The Student*, Woodrow Wilson High School, Portsmouth, Virginia.

#### JOB DESCRIPTION FOR THE POSITION OF EDITOR-IN-CHIEF

1. Organize the new staff for work.
2. Call meetings of various department heads and make plans for the year.
3. Inform each worker of his duties.

4. Prepare the masthead.
5. Write editorials and other informational columns.
6. Direct the work of all workers.
7. Help classify copy.
8. Help reporters to solve their problems and improve their work.
9. Keep in touch with school activities.
10. Help revise copy.
11. Preside at staff meetings.
12. Appoint program committee.
13. Co-operate with adviser and school authorities.
14. Check up each morning to see that workers are on the job.
15. Keep a notebook and record in the notebook the record of each worker.
16. Record ideas for the various department heads and recommend promotions on staff.
17. Keep schedule of school events, dates of contests.
18. Record in notebook plans to improve each issue.
19. Call conferences when necessary.

#### JOB DESCRIPTION FOR THE POSITION OF ASSOCIATE EDITOR

1. Co-operate with the editor-in-chief and adviser in promoting the work.
2. Write editorials when requested by the editor.
3. Assist in advising the cub reporters.
4. Help to revise copy.
5. Preside over meetings when the editor-in-chief is absent.
6. Keep records of attendance at the meetings.
7. Act as chairman of program committee.
8. Assemble the daily schedules of staff members and post them on the bulletin board.
9. Become familiar with all phases of work on the school paper.
10. Attend conferences and staff meetings.

#### JOB DESCRIPTION FOR THE POSITION OF FEATURE EDITOR

1. Co-operate with the editor in promoting the work.
2. Direct the work of the feature writers and column writers.
3. Make assignments for feature copy.
4. Check on feature and column writers to see that they are on the job.
5. Discuss ideas with the writers.
6. Help revise the copy.
7. Help make heads for the columns.
8. Jot down in notebook feature ideas.
9. Write some feature and column copy.
10. Call conferences and attend staff meetings.

These job descriptions will very likely define the jobs as being somewhat different from jobs bearing similar job titles on your paper. Jobs are rarely the same from paper to paper or even from year to year on the same paper. Job descriptions should be reviewed and revised if necessary every time the staff personnel changes. A part of the job of the editor-in-chief and his top assistants should be the revising of these job descriptions before the new staff members take office. Sample job descriptions for the positions of business manager and circulation manager are given in Chapters 19 and 22.

**Use standard forms.** The proper printed forms do much to expedite and co-ordinate staff activity. Story assignment forms similar to that shown as Example 203 are excellent. There is no magic about this particular form, however. *The Jeffersonian* uses the assignment card shown as Example 205 with equal success. Business forms like those shown in Chapters 21 and 22 are well worth considering.

**Have regular staff meetings.** Any staff needs to examine each of its issues critically and to consider methods for improving its operation routine. When both divisions of the staff meet at the same time, of course one meeting must suffice. However, when each division meets at a different hour of the day, separate staff meetings are held separately. Because specific suggestions for business staff meetings are given at the ends of Chapters 19, 21, and 22, no further reference is made here to the meeting of the business division.

(CLIP THIS CARD TO STORY)	
Story	
Number of Words	Page
Headline	
Assigned to	
Date Assigned	
Deadline	
Date Received in 332	
Rewritten by	

The meeting of the editorial staff is presided over by the editor-in-chief or the managing editor. Each page editor who had charge of a page in the last issue criticizes his page orally in the presence of the whole staff, pointing out poorly written stories, violations of make-up principles, proofreading errors, and other discrepancies. Other staff members are then given the opportunity to state their views. The result of this procedure will be continuous growth and improvement on the part of page editors. In addition, future page editors receive the benefit of the experiences which present page editors are having. As the end of the semester approaches, potential page editors are asked to make the criticisms. Thus they become more conscious of the problems with which page editors are confronted. Any staff member, including the editor-in-chief and the adviser, may comment on the issue. The procedure may be varied from time to time by bringing in professional newspaper men—or past staff members who have entered the field of journalism—to make the criticisms. This procedure followed week after week results in an improved paper and a better morale among staff members.

## WORK SHEET NUMBER 18

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*Step 1:* Read Chapter 18 on “Staff Organization” and consult additional references on the same subject.

*Step 2:* Under the direction of your adviser select one of the jobs on your high-school paper and prepare a job description of it. Use a terse, pointed style similar to that employed on pages 272 and 273. (The teacher should assign each job to one or more students so that there will be complete coverage.)

*Step 3:* Prepare an organization chart for your paper using the method of presentation employed in Example 201.

*Step 4:* Interview one or more staff members on your school paper, using the question, “What are the most important problems that have appeared in connection with your job as a staff member?” Make a list of these.

*Step 5:* Compare each of the comments obtained in Step 4 with the five principles outlined on page 261. Prepare a written report based upon one of these principles. Suggest ways of improving your own organization.

*Step 6:* Prepare a list of new jobs that, in your opinion, should be created on your paper. Are there any jobs that should be eliminated or combined?

*Step 7:* Prepare an outline for a staff handbook. These can be discussed in class and a composite outline prepared.

*Step 8:* Write one of the sections of the outline prepared in Step 7.

*Step 9:* Prepare to take part in a panel discussion on the topic, “Some Suggestions for Improving the Workplace of the Staff.”



# 19. Assuring the Newspaper an Adequate Revenue

## BUSINESS MANAGEMENT

**Duties of the business manager.** It was stated in the last chapter that there is no one best staff organization. While this is true, in general the business manager will always head the entire business staff. Since he is in charge, it is his duty to see that all of the activities performed by members of the business staff are taken care of efficiently and promptly. However, the major task of the business manager will be that of seeing that the paper is adequately financed. He will constantly be concerned about the status of the circulation of the paper and in like manner he will always be interested in the advertising program that members of the staff are carrying out. He will be interested in eliminating waste and in effecting economies wherever possible. It is just as important for him to spend the paper's revenue wisely as it is to work at raising this money in the first place.

**Business assistants.** Whether or not the business manager has especially designated assistants will depend largely upon whether or not the business phase of the paper is being emphasized, and upon the size of the paper and the frequency of issue. Providing the paper is a weekly carrying as much as five hundred or more column-inches of space, the business manager will definitely need one or two assistants if he is going to be able to oversee all of the activities of the advertising and circulation staffs. A paper of this size will probably need a financial manager who may be considered, or even called, an assistant business manager. Most of the detailed operations discussed in this chapter may be performed by such a staff member. There may be in addition a cashier whose duty it is to receive all money and pay all bills on order from the business manager or from the financial manager. Where activities of the business staff are sufficiently developed to merit the addition, there may also be a bookkeeper, although in general the financial manager will be able to care for all of the bookkeeping activities, provided a simplified system such as the one described in this chapter is employed.

**Clerical assistants.** At least one good secretarial assistant is required who is competent in shorthand and letter writing in order that she may serve other staff members in this capacity. Provided the school has mimeographing facilities, she should have access to them and should be able to prepare copies of contest rules and other types of material which various staff members need in the carrying out of their duties.

**Job descriptions.** The specific job titles of business staff positions will vary from paper to paper, just as the nature of the job will vary. But the important thing is to have a job description. No single device will do as much to fix responsibility on the staff. For a good example, look at this job description for the position of business manager on *The Student*, Woodrow Wilson High School, Portsmouth, Virginia.

#### JOB DESCRIPTION FOR THE POSITION OF BUSINESS MANAGER

1. Co-operate with the editor.
2. Direct business operations.
3. Keep in touch with other managers to see that they are on the job.
4. Make a budget for operating.
5. Assist in getting ads and writing them if necessary.
6. Appoint a salesman for selling in homerooms when papers come out.
7. Receive and deposit (with the school treasurer) all money collected. (Make 2 deposit slips, one with names of payees on back.)
8. Prepare requisitions for money paid out (make 2 requisitions).
9. See that advertisers are properly billed.
10. Help handle business with the printer and with the engraver.
11. See that all materials are ordered for use on the staff.
12. See that post office regulations are observed.
13. Keep a cash book showing income and expenses.
14. Attend all conference and staff meetings.

#### RECORDING FINANCIAL OPERATIONS

**Kind of system needed.** In instituting any kind of system for recording the financial operations of the school paper, it is well to keep in mind these three standards: the system must be simple; it must represent the various transactions in such a manner that each one may be traced with a reasonable degree of thoroughness; and it must be reasonably "foolproof." These three qualifications have served as a guide in developing the system which is described in the following pages and which entails the keeping of only three permanent records: an accounts-payable ledger, an accounts-receivable ledger, and a special type of cash journal, each of which will be explained.





[illegible]

*Example 208*

indicated by the letters “cr” in the column to the left as the amount still owed to the firm. In the event that the amount of the check, for any reason, was in excess of the amount indicated in the balance column, the difference would be indicated in the “balance” column, and the letters “dr” in the column at the left would indicate that the firm was indebted to the paper for that amount.

**The accounts-receivable ledger.** The accounts-receivable ledger is similar in many respects to the accounts-payable ledger. In it are recorded all of the amounts that are due to the paper. Most school papers will have occasion to record little except the accounts of their advertisers in accounts-receivable ledgers. Since it is a ledger, the same type of book as is used for the accounts-payable ledger may be used, with an index in the front and a single page given over to each advertiser or other firm or individual who owes money to the paper. If both ledgers are to be kept by the same staff member, it is possible that both may be bound in the same cover. Entries are similar, except as indicated in Example 207, charges against the firm are debited by being listed in



From \_\_\_\_\_, 19\_\_ to \_\_\_\_\_, 19\_\_

EXPENSE ITEMS														
NUMBER	TYPESETTING	PRESSWORK	PAPER	ENGRAVING	PHOTOGRAPHY	EQUIPMENT	SUPPLIES	PLATES and STEREOES	DUES and FEES	STAFF MEMBERS' EXPENSES				MISCELLANEOUS

*Example 208*

the “debit” column, and when payments are made by the firm the account is “credited” by listing the amount in the “credit” column. The accounts-receivable ledger like the accounts-payable ledger carries a running balance at all times. In the event that the payments made by the firm exceed the amount actually owed, a credit balance is carried and the letters “cr” are indicated in the column at the left of the “balance” column.

**The cash journal.** There are many types of cash journals and each staff together with its adviser will have to develop a form that will meet the needs of its particular situation. One school paper uses the form pictured in Example 208. The cash journal should provide for the recording of five specific types of information: the amount of receipts, the general source of receipts, the amount of expenditures, the general types of merchandise or service for which these expenditures are made, and the balance on hand.

In the type of form illustrated in Example 208 there are three money columns at the left indicating the amount of receipts, the amount of expenditures,

and the balance or difference between the two. In the next columns are the date of the transaction, a brief description of the transaction, and the name of the firm with whom it was carried on. Next there is a group of three money columns representing the three sources of income and also another column in which may be entered the receipt number. All receipts for this particular paper come from advertising, from circulation, or from minor miscellaneous sources. For example, when money is received, it is not only indicated in the general "receipts" column, but it is also indicated in the one or more columns at the right which tell whether the money came from advertising or other sources.

In like fashion, there are eleven expenditure classifications for this paper. Money paid out is listed in the total-expenditure column, but it is also listed under the particular heading so that the nature of the expenditure can be determined immediately. This type of arrangement makes it possible to determine at the close of any financial period, month, semester, or year, just exactly how much has been spent for cuts, how much has been spent for printing, and so on. This arrangement makes it extremely easy to prepare a budget for the next financial period. It can be seen that a certain amount was taken in from advertising last year and that a certain other amount came from circulation. Through the use of this type of cash journal, it is possible to compare intelligently receipts and expenditures for succeeding semesters or years.

## RECEIVING MONEY

**Duplicate receipts.** There should be an iron-clad rule in the office of every school paper that absolutely no money will be accepted by the cashier or others unless a receipt is issued. The problem of keeping a record of receipts can best be solved through the use of a duplicate receipt book. In this book, the cashier, or some other staff member designated to receive the money, writes a receipt to the individual from whom the money is collected, gives the payer the original receipt, and keeps the carbon copy in the receipt book. The person in charge of the receipt book and the collections should be extremely careful to record the nature of the source of the money. For example, if one of the advertising salesmen brings in an amount of money collected from one of the advertisers, the cashier should write the receipt to the collector, but should be certain to include the name of the advertiser who paid the money and also the fact that the money is to pay for advertising run in the paper. In other words, make the duplicate receipt a complete record.

**Depositing funds.** Systems for disposing of cash will vary from school to school, but there are two plans in general use: one involves the employment

of some kind of central accounting system for all school activities and the other a separate bank account for the school paper. The two plans are similar, the major difference being that in the former, funds are turned over to a central treasurer or clerk in the school, while in the latter, funds are deposited directly in the bank. In either case, some sort of deposit slip will be used. The staff cashier should prepare these deposit slips in duplicate, that is, a carbon copy should be prepared at the same time that the original is made out. This copy should be kept in the hands of the members of the staff in order that errors on the part of the central treasurer or the bank may be detected. This deposit slip should show the amount of currency deposited, the amount of "silver" included, and the number and amounts of checks together with the names of the persons or firms upon whom they are drawn. All checks should be endorsed before they are released by staff members.

**Entering cash transactions.** Once the amount of a particular receipt has been recorded through the use of a duplicate receipt book, and once the money has been deposited with the bank or central treasurer, the next task of members of the business staff is to enter these receipts in the cash journal shown in Example 208. If, for example, the local shoe store used \$7.20 worth of advertising space during the month of October and the salesman for this particular firm made the collection on November 3, and turned in that amount to the cashier, the cashier writes a receipt as outlined above, gives the collector the original, and leaves the carbon copy in the receipt book. After this, the bookkeeper or financial manager has only to go through the receipt book and record the transaction in the cash journal. In so doing, he enters \$7.20 in both the total-receipts column and the advertising-receipts column of the journal. In like fashion, when a circulation collector turns in \$2.30 for collections in homeroom 153, a receipt is made, and then the receipt is entered in the cash journal just as the other transaction was, except that the amount is listed in the circulation-receipts column instead of the advertising-receipts column. The cash journal thus becomes the record of original entry. It is customary for the bookkeeper to make a large check mark on the duplicate receipt to indicate that it has been entered.

**Posting in the accounts-receivable ledger.** The record of a transaction such as the payment for advertising indicated above is not complete until an entry has been made in the accounts-receivable ledger. Posting in this case is done from the record of original entry, the cash journal. The bookkeeper would note the entry in the cash journal, look up the account number of this advertiser in the index of his accounts-receivable ledger, turn to that page, and "credit" this firm's account by entering the amount in the second or

credit column as previously explained in the discussion of Example 207. When these items are posted in the accounts-receivable ledger some check mark is necessary in the cash journal to indicate those which have been entered. It is customary to enter the account number in the column with the check mark (✓) at the top. This makes rapid reference possible in the future.

## PAYING MONEY

**Two systems used.** Just as there are two systems in general use for the disposing of funds by the paper, so are there two systems in use for paying bills. If the school paper has a separate bank account, then the logical method will be to pay by check. All bills should be paid regularly each month between the first and the tenth, unless special provisions are made. So once each month, the bookkeeper or the financial manager should go over the accounts-payable ledger and determine how much is owed to each firm with whom the paper has carried on purchasing transactions during the month and checks should be written for these amounts. In the event that the school has a central treasurer who writes all checks for all organizations and activities in the school, then it is probable that this treasurer will provide some sort of order or voucher form. This form is similar to a check except that it requests the central treasurer to pay to a certain firm a specified amount of money. A school paper, like any business firm, builds respect by paying its bills on time.

**Handling petty cash.** Occasions will arise when it will be necessary to make small expenditures, less than one dollar perhaps, at times other than the first of the month. In order to avoid delay and to minimize the amount of bookkeeping necessary, provision should be made for what is known as a "petty cash" fund. For this purpose, a small amount, perhaps about five dollars, should be withdrawn from the bank or from the central treasurer and kept for such expenditures. This withdrawal should be charged to "petty cash." When cash expenditures are made from this amount, a receipt should be secured from the person who gets the money. A form similar to Example 210 may be used. When the fund becomes depleted, another check or voucher should be written to bring it up to the original amount. Entering in the journal amounts paid is discussed in the next paragraph; however, it should be said here that when petty cash checks or vouchers are entered, the exact items for which the money was used may be secured from the petty cash receipts and should be entered in the cash journal under the proper expenditure classifications.

**Entering amounts paid.** Stubs of checks written by the business manager or vouchers returned by the school treasurer, whichever are used, must be entered in the cash journal. In addition to the date and description of the payment, the amount is entered in the total-expenditure column and also in the expenditure column under the heading of the expenditure classification of the particular item. Occasionally it will be necessary to record the full amount of the payment in the total-expenditure column and to enter parts of the amount under two or more of the specific-expenditure columns. As was stated in the last paragraph, this is usually the case in entering petty cash items.

**Posting in the accounts-payable ledger.** The accounts-payable ledger should, like the accounts-receivable ledger, have its entries made from the cash journal. The operations are identical, and in the same fashion the account number is indicated in the cash-journal column so as to indicate which items have been posted in the ledger.

## PURCHASING SERVICES AND MATERIALS

**Concentrating purchasing.** All too often, organizations such as school papers carry on their purchasing activities in such an unorganized fashion that frequently it is impossible to know at all times just what has been purchased. There is only one solution for conditions such as this and that is the concentration of all buying activities in the hands of a single person on the staff. In most staff organizations the logical person to perform this task is the business manager. If some systematic routine in purchasing materials and services such as the one outlined in this section is followed, staff members and the adviser may determine at any time just what materials have been purchased and from what firms they have been purchased.

**Using a purchase order.** The amount of purchasing that a particular staff does will probably determine to a large degree whether or not a standard purchase order form will be used. However, regardless of how little purchasing is done, no one thing will serve to place the purchasing under the absolute control of the individual designated to do it more than the use of a form similar to Example 209.

The form pictured here is made in triplicate, each sheet of which is printed in a different color. The white or original copy goes to the person or firm from whom the purchase is made, the second or yellow copy goes to the business manager, the third or blue copy goes to the financial manager or



bookkeeper. Business staffs can soon educate the merchants to the realization that no goods or services are to be delivered or charged to the paper without one of these forms. If this practice is adhered to, then both the business manager and the bookkeeper have a record of all purchases. The lines "Entered" and "Filed" in the lower left-hand corner of the purchase order are for the use of these two individuals in making a record of the dates that the order was received and that the invoice was entered on the books of the paper.

If complete responsibility for the financing of the paper is delegated by the adviser to the business staff, then it should be the privilege of the business staff to pass on all expenditures before they are made. That is, the first-page editor may desire to use a particular cut on her page next issue. The purchase of this cut should be authorized by the business manager, who should know without question whether or not the paper can afford such an expenditure. The same is true in the purchasing of equipment. It may be the desire of the editor-in-chief to purchase a new font of type. He may have very good reasons for wanting to make the purchase, but can the paper afford the expenditure? The answer should rest with the business department in general and the business manager in particular. Here again, the value of and even necessity for all purchases coming through the business manager can be seen.

**Saving through systematic buying.** When all purchasing is concentrated in the hands of the business manager who may be advised by other staff members such as the financial manager, savings may be effected in a number of different ways provided a little time and thought are directed toward the matter of purchasing. For example, members of a particular staff felt that their printing costs were too high. They investigated the cost of paper and got quotations on printing with the understanding that the stock was to be furnished by the staff. They discovered that a material saving was the result, because the printer was charging a profit for merely handling the paper. They followed this practice for approximately three years and then discovered that if they purchased a ton of newsprint instead of the usual five hundred pounds, a saving of twenty dollars could be realized.

Likewise, other savings can be realized in the making of cuts. This field is discussed thoroughly in Chapter 25. If one or two members of the staff who are interested in the financial end actually apply themselves to the task, a number of financial leaks that come about through lax and unauthorized purchasing may be stopped. It may be startling, for instance, to realize that 1,500 copies of the paper are printed each week when there are but 1,200 school subscribers, 100 on the mailing list. Obviously, a financial leak.

DATE .....	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <b>PURCHASE ORDER</b>   <b>Nº 153</b> </div>		
ORIGINAL	<b>THE SCHOOL SPIRIT</b> BENJAMIN BOSSE HIGH SCHOOL Evansville, Indiana		
TO: .....  .....  .....			
Kindly ship to THE SCHOOL SPIRIT or deliver to the bearer the Goods or Merchandise indicated below. The number of our Purchase Order should appear on your invoice.			
Quantity	ITEM and DESCRIPTION	Unit Price	Extension
TOTAL .....			
Entered .....		THE SCHOOL SPIRIT	
Filed .....		Business Manager	

*Example 209*

Through the use of forms such as these and the others discussed in this chapter, business and financial management of the high-school paper can be simplified and made more efficient.

<b>PETTY CASH</b>
..... \$ .....
For .....
.....
.....
.....
Charge to Account .....
Signed .....
Date .....

*Example 210*

## THE BUSINESS-STAFF MEETING

**Purpose of meetings.** Members of the business staff should conduct a business-staff meeting each week or after each paper is published for the purpose of criticizing their own work, taking account of the financial status of the paper, and considering ways and means for improving their particular phases of the paper. This meeting should be presided over by the business manager unless the two staffs are combined into one group, in which case the editor-in-chief should probably take charge.

As head of the staff, the business manager should call for reports of the activities of the financial department, the circulation department, and the advertising department for the preceding issue. After these reports are heard, they should be discussed in open meeting and weaknesses should be considered in the hopes of overcoming them. Frequently members of the circulation department may make valuable suggestions to the advertising manager and vice versa. Proposed reports for the financial department will be presented here, but suggestions for the other two departments will be deferred until the next two chapters.

**The profit-and-loss estimate.** One of the questions that is usually foremost in the minds of business staff members is, "Did we make or lose money last week?" It should be the task of the business manager, the financial manager, or the bookkeeper to report in meeting an estimate of the financial outcome of the preceding issue. This may best be done through the use of a "Weekly Profit-and-Loss Estimate" form such as Example 211. On this form will be recorded the estimated income for the issue under discussion, the estimated expenditures by budget classifications, and an estimate of the amount made or lost on the issue.

After the report has been read, it may be opened for discussion. Suggestions for reducing particular expenditures may be made, and occasionally the group may be asked to decide a particular issue by voting.

**The financial statement.** While the profit-and-loss estimate is important, it must be kept in mind that it is an estimate and that several of the figures in it are not exact amounts. For that reason, it is desirable to have an exact statement of the financial standing of the paper approximately once each month. A form such as that shown in Example 212 may be used. On such a statement the amounts of money on deposit and on hand are added to the amount of the accounts receivable and the supplies on hand to determine the total assets of the paper. In the same fashion, the total liability is found by adding accounts payable, money paid in advance by subscribers, and reserve for equipment or other purposes. The difference indicates the net worth of the

## WEEKLY PROFIT-AND-LOSS ESTIMATE

Issue Number..... Date.....

### INCOME

Estimated from.....sub-  
scriptions prorated for  
.....issues ..... \$.....  
Estimated from advertising  
this issue ..... \$.....

TOTAL INCOME ..... \$.....

### EXPENDITURES

Typesetting ..... \$.....  
Presswork .....  
Engraving and mounting.. .....  
Transportation .....  
Mats and stereos.....  
Postage .....  
Newsprint .....  
Photography ... (estimated) .....  
Other supplies.. (estimated) .....  
Equipment ... (estimated) .....  
Dues and fees .....  
Other ..... \$.....

TOTAL EXPENDITURES ..... \$.....

ESTIMATED PROFIT OR LOSS ..... \$.....

Financial Manager

Date

Submitted..... Business Manager

### Example 212

The "Monthly Financial Statement" will provide a more accurate basis upon which to plan the financial activities of the paper. Both this form and the one above may be mimeographed. Further discussion is presented on page 288.

### Example 211

The "Weekly Profit-and-Loss Estimate" will do much to keep a picture of the financial status of the paper before the staff, provided it is used as a basis for periodic reports to the group. Its use is discussed on page 288.

## MONTHLY FINANCIAL STATEMENT

Statement as of....., 19.....

### ASSETS

Money on deposit ..... \$.....  
Cash on hand .....  
Total accounts receivable... .....  
Supplies on hand .....  
Other assets ..... \$.....

TOTAL ASSETS ..... \$.....

### LIABILITIES

Accounts payable ..... \$.....  
Prepaid subscriptions .....  
Reserve for equipment ....  
Other liabilities ..... \$.....

TOTAL LIABILITIES ..... \$.....

SURPLUS AS OF ABOVE DATE..... \$.....

Financial Manager

Business Manager

paper. If the assets exceed the liabilities, then a surplus will be the result, while if liabilities exceed assets, there will be a deficit and the staff may immediately take steps to correct the situation.

**The discussion of other problems.** The staff meeting should be the clearing house for all problems of members of the business staff. While the financial manager may be designated to shoulder the financial responsibility of the paper, and the advertising manager the advertising responsibility, still every staff member should be made to feel that the problems of every other staff member are his problems. Usually the opinion of a group is better than the opinion of individuals, provided members of the group are equally well informed. So when the problem of needed additional income is raised and suggestions are made that the subscription price be raised next semester, while the decision may technically rest with a single individual such as the circulation manager, still this staff member may explain both arguments to the staff, have it discussed pro and con, call for a vote, and be guided by the opinion of the majority. Frequently such decisions are much wiser than those made by an individual.

**Educational opportunities.** The authors are firm in their belief that the business staff provides educational opportunities as great as does the editorial staff. Matters of organization, planning, and accounting provide a type of laboratory opportunity seldom equaled elsewhere in the school curriculum.

## WORK SHEET NUMBER 19

---

*Step 1:* Read Chapter 19 on "Business Management" and consult additional references in the library.

*Step 2:* Have the business manager of your paper discuss his duties with the class. Use the sample job descriptions on page 277 as a check list. How does his job differ from that of the business manager of *The Student*?

*Step 3:* Using the material collected in Step 2 prepare a paper recommending needed changes in the position on your own paper.

*Step 4:* Make a study of the financial procedures used by the responsible staff members on your paper. How is money that is received handled? How are purchases made and who authorizes them? How are bills paid?

*Step 5:* Find out whether your paper made money or lost money last semester. Could the accounting procedure be improved?

*Step 6:* Design a set of forms to be used in the financial management of your paper.

*Step 7:* Suggest a series of topics to be discussed at a meeting of your business staff.



## 20. The Publication's Relationship to Business Firms

### SELLING ADVERTISING

**School-paper revenue.** In practically all instances, the high-school newspaper is dependent upon the income from advertising to supplement the revenue derived from circulation. A rough estimate marks the average school paper as securing 50 per cent of its revenue from each source.

College and private-school newspapers usually have their circulation revenue assured, a liberal figure for the publication having been placed in the student's tuition budget. The public-school newspaper, on the other hand, must assume the obligations of a business to its readers as well as to its advertisers. Neither is revenue assured from one semester to the next. This condition is a challenge that results in attractive and interesting school publications.

Planning a budget, keeping accounts, arranging subscription drives, collecting subscription money efficiently, collecting revenue from advertising, making payments, properly displaying ads, figuring on special issues, purchasing news-room supplies, and selling advertising are some of the tasks that the business department of the school paper must assume. However, since most of these are carried on by the more experienced staff members, perhaps the beginning worker should limit his attention to selling advertising. Once a member of the staff, he will have opportunity through apprenticeship as well as through further study to acquaint himself with the rest of the business field.

**Are you sold?** Too many high-school students who attempt to sell advertising are not themselves "sold" on the value of an ad in the school paper. Naturally, this attitude is sure to be reflected in the student's behavior in the sales situation. Consider these facts about the high-school paper's readers.

1. High-school students form a common age group of from 14 to 20—a market group with common characteristics. The advertiser knows exactly at whom he is aiming, and does not have to scatter his shot as is the case in many of his other advertising media.

2. While adults have already formed certain buying habits, high-school students compose a group whose habits are still plastic.

3. High-school students influence the buying done by their parents, having the final word in many family purchases. They influence the purchase of mother's and father's clothing, the new car, and the radio.

4. This group will in ten or fifteen years form the buyers of a large part of the goods consumed in the community. The firm that looks ahead is eager to establish faith and good will with these youngsters who will form the bulk of tomorrow's buyers.

**Get the facts.** In addition to the above facts which apply to all school papers there are specific facts which will need to be determined in each school situation.

1. How many students in your school subscribe to the paper?

2. What proportion of these students take the paper home? What is the average number of persons in each home that reads the paper? (See the section on reader surveys in the next chapter.)

3. How many homes receive the paper through mail subscriptions? What is a conservative estimate of the number of buyers who see the paper in the waiting rooms of doctors, lawyers, and dentists?

Once the student assures himself that he has something of value to sell, approaching a prospect will not be embarrassing. Untrained student salesmen are an advertising selling campaign's greatest menace. They can soon play havoc with an advertising field that previously held great possibilities. For the future welfare of the paper, it is better to send out no salesmen than to send out those untrained.

**The life of the school paper.** The life of a school paper is longer than that of the daily paper. Being a weekly publication, it is new until the next issue, being retained in the home that long. Because of its small size, and the student's inherent interest in it, the intimate school paper is read almost completely. This is a great advantage to the advertiser. Sentiment leads many high-school students to keep complete files of the paper for their four years in high school. In such instances, the ads have a recurrent value.

**Some Do's and Don'ts.** The suggestions on the next page, if followed by the beginner, should make him more successful. While no rule works all of the time, these should definitely assist. Learning to confront local merchants and deal with them in a sincere, businesslike manner is as important as any training a student can get on a high-school paper.

## Do—

1. Prepare yourself before you start out to sell. List definite prospects, determine what they might advertise, have in mind the size space they could readily take, and attempt to learn the name of the right person to see. Entering a firm and asking for the ad man by name carries much more weight than merely asking for the man in charge of advertising.
2. Be businesslike when you approach the merchant. This means knowing the merits of advertising in the paper, having a complete knowledge of the rates and provisions, and assuming a cheerful and businesslike attitude. These things develop the prospect's faith in the publication.
3. Carry a list of the names of those merchants who year after year continue to advertise in the paper. Merely keeping its name before the high-school student at this important period of his life does much to assure the firm a steady influx of customers in the future.

## Don't—

1. Beg advertising from a firm. The day of appealing to sympathy, to school loyalty, has passed. The school paper gives value for money received, and only on this business basis should advertising space be sold.
2. Use the fact that you are a customer or that the school made a certain purchase to "force" a sale.
3. Use family contacts as a substitute for sales talk. Appealing for ads because of friendship is in the category of begging and sympathy ads.
4. Consider a sale complete until all arrangements have been made for securing copy for the ad. Businesslike procedure must not cease, once the space is sold.

**Meeting sales resistance.** Any staff that studies its advertising sales campaigns and records accurately all contracts will notice that merchants' objections to advertising in school papers fall under a few general heads. Among the arguments presented most often are:

"Our advertising budget is filled for this year."

"If I advertise in your paper, I'll have to do it in the other school papers of the city."

"Business is too bad now. We can't afford it."

"We advertise in the annual (or the magazine) of your school. That's enough."

"We've tried advertising in school papers, and it doesn't pay."

"We don't advertise any place."

"Advertising in a school paper is merely a donation."

"We've never advertised in school papers."

**FLO** finds a future!

SMOOTH PARTY

**LINDA** becomes a leading lady!

CONGRATULATIONS

**MIDGE** makes up her mind

I'M SO NERVOUS WHY DID I TRY OUT THIS S...

NO, I ALREADY TELL A JO...

I CAN HARDLY BELIEVE WE'RE REALLY SENIORS, JEAN.

SWEET SHOP

I KNOW WHAT YOU MEAN, MIDGE. AND FRANKLY, I'M WORRIED ABOUT NEXT YEAR.

I WAS TOO. BUT NOT ANY MORE.

HOW COME?

WELL, I'VE DECIDED WHAT I WANT TO DO. A JOB WITH BELL TELEPHONE.

NEAT IDEA, MIDGE. I MIGHT DO THE SAME.

**SMART SENIORS!**  
HERE'S WHY YOU'LL ENJOY  
A CAREER IN TELEPHONE WORK:

- ★ Pleasant surroundings
- ★ Opportunity for advancement
- ★ Good starting salary
- ★ Steady employment
- ★ No experience needed

Get the details on telephone work from your school employment counselor, or call the operator and ask for the Employment Office for Women.

Girls who like people like telephone work

**THE BELL TELEPHONE COMPANY OF PENNSYLVANIA**

*The Spotlight*  
Scott High School  
Coatesville, Pa.

*The Western News*  
West Philadelphia High School  
Philadelphia, Pa.

*Dobbins Ink Spot*  
Dobbins Vocational-Technical High School  
Philadelphia, Pa.

Examples 213-4-5

This series of ads appearing in Pennsylvania high school papers shows the faith large firms have in advertising in school papers. These appeared as 3-column ads.



# CAMPUS Corner

S & Q STUDENT STYLE CENTER

by Carroll Pearson

● **Seven more** months of school left, my friends. Does anyone know how many days and hours left? From the looks of our report cards next week some of us will probably wish time were shorter. . . . Did you know that we have several best-dressed boys in **FSHS**? Or at least we must have because look at all the boys who buy their clothes at the **S & Q. ERNIE SMITHSON**, for one. He bought a jacket and some shirts just recently. . . . I know that we have several art enthusiasts in school, but how many of you have painted sailboats on your bathroom walls? **BARBARA KETCHUM**, **FSHS** senior, did. She also painted pictures on her bedroom wall. . . . Two of the many boys who shopped at the **S & Q** in the past few weeks are **BARRY HON**, who bought some shirts and socks, and **PRINCE WILMON**, who bought a jacket. . . . When **BUDDY SPRUELL'S** parents were mentioned, **MRS. HELEN McCARTY** exclaimed, "Parents? Why, I thought he came out of a cracker-jack box!". . . . Boys, **S & Q** has just received some new **REVERE COTTON KNIT** shirts. They can be worn three different ways, collar partly open, turtle neck, and collar completely open. This shirt comes in tan, gray and navy and costs only \$4.95. . . . In **MISS NORA BROWN'S** English classes every one is classified "odd" or "even" and the students make speeches according to their classification.

*The Grizzly*  
Ft. Smith High School  
Ft. Smith, Arkansas

*Example 216*

# Fashion Display

by Miki and Kaye

Hey kids, if you feel blue, just read this column we've written for you!

In all kinds of weather you'll always be fair in **Lee's Apparel** coats by Kay McDowell. Expert craftsmanship leads with roll shawl collar, follows these lines with a three-button front and carries gracefulness down to the tip of the full flare hemline. Sized from 5-15; priced from \$29.88.

Pick this team in a color scheme that strikes your fancy! **Annat's** rayon acetate and nylon water repellent jackets and hats with fur trim will team up with any of your fall fashions. Zip up front, elasticized back; comes in red, gray, navy, light blue, green. Sizes 10-20.

Brightideas for the student boy! **Brenner's** jackets in a fine selection of fabrics and styles ranging from \$14.95 up. Buttery soft suede jackets in rich shades, new Glover checks with quilted lining, and fine horse hide Flight jackets. They keep winter out and summer in.

You'll have that fresh, neat-as-a-pin look when you're wearing one of **Bechtel's** smartly tailored cotton shirts. You'll receive more than your share of compliments whether you're wearing a long or short sleeved, white, candy striped or dark colored blouse. Sizes 32-38. Priced \$3.95-\$5.95.

**Amster's** have shoes for the girl who's going places. Two excitingly new styles by Trampeze; one, the classic loafer with gold buckle, the other, a loafer type with two straps attached by a gold bar across the instep. Look so trim, feel so wonderful, priced so nice!

Boys, a natural with gray flannel slacks are McGregor odd and bold vests from **Freedlander's**. One distinct style comes in acetate and rayon. . .

*The General*  
Wooster High School  
Wooster, Ohio

*Example 217*



None of these arguments is infallible. A little study will readily reveal a sales approach to meet each one. The old donation conception of school advertising constantly bobs up, and must be met with facts such as those reviewed above. A study of a firm's previous attempts at advertising may present weaknesses. Magazine or annual advertising may be hurting the newspaper's chances at legitimate business. In short, there is no limit to the preparation that can be made for floating a successful advertising sales campaign. Although much of the success depends upon the ingenuity and the personality of the student, there are certain truths he can carry with him that always make good sales talk. There is no substitute for facts in meeting sales resistance arguments.

**Advertising rates.** School-paper advertising is usually sold by the column-inch as is space in daily newspapers. If you are not familiar with the column-inch as a measure of newspaper space you should turn to page 37 and read the discussion of it presented there. Most papers have a sliding scale of rates, although some do charge a fixed figure per inch regardless of how many inches are purchased or how many times the ad is to run. In general, the rate schedule that offers a discount for larger ads and another discount for a number of insertions is more desirable. Both of these provisions extend to the advertiser an inducement for taking more space with the paper, in the long run making advertising in the paper more valuable.

**Advertising contracts.** The school paper should take pride in conducting its activities in a truly businesslike manner. Contracts between the advertiser and the paper not only contribute to this objective, but also eliminate many unpleasant misunderstandings which tend to result from verbal agreements. Seldom do advertisers deliberately attempt to take advantage of staff members but frequently they do become confused on rates or sizes of ads if some written record is not prepared.

A contract similar to Example 218 will be quite valuable to the advertising department in the discharging of its responsibility. The advertising contract should in general record three basic types of information: the size of the ad to be run, the frequency and date or dates of insertion, and the rate per column-inch for that specific ad. In addition, the contract should be prepared in triplicate, the original being submitted to the advertising manager, the second copy to the advertiser, and the third copy to the staff bookkeeper or financial manager in order that he will have sufficient record to bill the advertiser monthly at the proper rate.

# The SCHOOL SPIRIT

WEEKLY PUBLICATION OF BOSSE HIGH SCHOOL

OFFICE: ROOM 156, BOSSE HIGH SCHOOL

1300 Washington Ave., Evansville 14, Ind.

Dial 2-3842

ORIGINAL  
AD MANAGER

DATE \_\_\_\_\_

The undersigned firm hereby agrees to use \_\_\_\_\_ column-inches of advertising space in THE SCHOOL PAPER in each of the issues checked in the margin at the right, the cost to be determined on the basis of the rates listed below under Option I, Option II, Option III.

The undersigned agrees to pay any costs incurred by THE SCHOOL PAPER in preparing engravings and stereotypes.

One copy of THE SCHOOL PAPER containing each insertion of advertising will be furnished the advertiser.

Firm Name \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Signed \_\_\_\_\_

Salesman \_\_\_\_\_  
For The School Paper

Accepted  
Ad Manager \_\_\_\_\_

## RATE PER COLUMN-INCH

OPTION	One Inch	2-9 Inches	10-19 Inches	20 or More Inches
Option I: 1-3 Insertions	60c	50c	45c	40c
Option II: 4-9 Insertions	50c	45c	40c	30c
Option III: 10 or More Insertions	45c	40c	35c	25c

REMARKS: \_\_\_\_\_

All copy must be in the hands of THE SCHOOL PAPER one week in advance of publication date.

Accounts will be payable the first of each month.

## SCHOOL YEAR—1947-1948

Volume XLVIII	Volume XLIX
Number 1 Friday September 5 ..... <input type="checkbox"/>	Number 1 Friday January 30 ..... <input type="checkbox"/>
Number 2 Friday September 12 ..... <input type="checkbox"/>	Number 2 Friday February 6 ..... <input type="checkbox"/>
Number 3 Friday September 19 ..... <input type="checkbox"/>	Number 3 Friday February 13 ..... <input type="checkbox"/>
Number 4 Friday September 26 ..... <input type="checkbox"/>	Number 4 Friday February 20 ..... <input type="checkbox"/>
Number 5 Friday October 3 ..... <input type="checkbox"/>	Number 5 Thursday February 26 ..... <input type="checkbox"/>
Number 6 Friday October 10 ..... <input type="checkbox"/>	Number 6 Friday March 5 ..... <input type="checkbox"/>
Number 7 Friday October 17 ..... <input type="checkbox"/>	Number 7 Friday March 12 ..... <input type="checkbox"/>
Number 8 Friday October 31 ..... <input type="checkbox"/>	Number 8 Friday March 19 ..... <input type="checkbox"/>
Number 9 Friday November 7 ..... <input type="checkbox"/>	Number 9 Friday April 2 ..... <input type="checkbox"/>
Number 10 Friday November 14 ..... <input type="checkbox"/>	Number 10 Friday April 9 ..... <input type="checkbox"/>
Number 11 Thanksgiving Edition Friday November 21 ..... <input type="checkbox"/>	Number 11 Friday April 16 ..... <input type="checkbox"/>
Number 12 Friday December 5 ..... <input type="checkbox"/>	Number 12 Friday April 23 ..... <input type="checkbox"/>
Number 13 Christmas Edition Friday December 19 ..... <input type="checkbox"/>	Number 13 Friday April 30 ..... <input type="checkbox"/>
Number 14 Friday January 9 ..... <input type="checkbox"/>	Number 14 Friday May 7 ..... <input type="checkbox"/>
Number 15 Wednesday January 21 ..... <input type="checkbox"/>	Number 15 Senior Edition Friday May 21 ..... <input type="checkbox"/>

Example 218

# **BRING YOUR FILMS TO GUY'S DRUG STORE**

FORMERLY WILDWOOD PHARMACY

8900 GRAND AVENUE

FREE DELIVERY—Phone: Piedmont 1313

LAST DELIVERY—5:00 P. M.

**24 HOUR PHOTO SERVICE**

6 or 8  
EXPOSURES **29c**

**Edy's Grand Ice Cream**

COMPLETE LINE of SCHOOL SUPPLIES

*Piedmont Highlander*  
Piedmont High School  
Piedmont, California

Even the straight type ad can and should be planned in advance. The salesman should have a definite idea to sell.

## *Example 219*

**A real challenge.** It takes a real worker to belong to the business department of the paper, and it is undoubtedly an outstanding opportunity for training in business procedures. A great percentage of high-school students will sooner or later enter some phase of the business world. It is no minor job to handle the funds of the school paper, to assure financial success to such a business venture. It is not play to raise this money. Meeting businessmen on a business level is a great experience that challenges all the resources of the student salesmen. A person may work on the editorial staff of the paper for some time before it is discovered that he is a loafer, but a loafer in the business department is soon detected.

## **WORK SHEET NUMBER 20**

---

*Step 1:* Read Chapter 20 on "Selling Advertising" and consult additional references in the library.

*Step 2: Group activity.* Secure a copy of the advertising contract of your school paper and a copy of the last issue. With a colored pencil, indicate on each ad its size in column-inches. Assuming that each ad in the paper was sold for only one insertion, what was the income from advertising for this particular issue?

*Step 3:* Clip from the daily papers sample ads which you believe could be used in your school paper. Select ads which have some appeal to those who subscribe to your paper.

*Step 4:* After examining recent files of your school paper make a list of five firms that have not been advertising and which you believe are prospective advertisers. Choose those that you believe could profit by using space in your paper. List the phone number and

address of each firm. Phone each of the firms, secure the name of the person who is in charge of advertising, and record his name opposite that of the firm.

*Step 5:* After conferring with your advertising manager choose one of the prospects from your list. Prepare a rough layout. (The section on layout in Chapter 21 may help you on this step.)

*Step 6:* Prepare a sales talk to be used in selling the ad for which you prepared a layout in Step 5. Keep in mind the points listed in the chapter. Present this talk in front of the class or before a small group of students with a classmate posing as the advertiser.

*Step 7:* After having familiarized yourself with your paper's advertising rates and contracts sell the ad which you have prepared.

### *Additional Activities*

*A. Group activity.* If your paper has no standardized contract, draw up an appropriate form. Consult your adviser and the advertising manager. Have the form printed in your school print shop or have it mimeographed in the office or in the commercial department.

*B. Group activity.* Select one of the arguments given in the chapter and develop a logical rebuttal. Have one member of the group present it before the class.

*C.* If you have other school papers in your city, secure copies and make a list of firms that advertise in them but do not advertise in your paper.

*D.* Test the class on its understanding of column-inches by clipping, numbering, and mounting or posting several ads of different sizes. Have each member record on a sheet the number of column-inches which each ad contains. Read your key and discuss any that are missed by a large portion of the class.

*E.* Choose another prospect from your list prepared in Step 4 and repeat Steps 5 and 7.

*F.* Make arrangements with the advertising director of a local paper to discuss newspaper advertising before the class.

## 21. Effective Methods of Handling Advertising Accounts

### THE AD DEPARTMENT

**The composition of the ad staff.** The advertising staff of almost any school paper will include the advertising manager, who is the head of that particular department of the business division, and several assistants, salesmen, or solicitors. The number of assistants that any particular paper has will depend upon the size of the paper, the frequency of issue, and the degree to which the advertising phase of school newspaper work has been emphasized in the school.

**The need for a system.** The importance of the advertising department can scarcely be overemphasized. If members of the staff wish to increase the size of their paper, they usually look to the advertising department to supply the necessary financial assistance; if they wish to include more cuts, the advertising department is usually the one to settle the question; and if any kind of special edition is contemplated, its realization usually hinges on the answer to the question, "Can the needed additional advertising be sold?"

For these reasons, the adherence to certain fundamental principles of advertising staff organization is absolutely essential. The staff must be organized in an efficient manner so that the duties may be performed with a minimum of lost motion; it must be organized so that new members are constantly receiving in-service training for the higher positions which some of them will hold next year or next semester; and, finally, it must be organized so that it can do its work thoroughly, leaving no stone unturned in reaching every prospective advertiser, building good will for the paper, and capitalizing on every legitimate and ethical opportunity to increase the revenue of the publication.

**The prospect file.** One means whereby these outcomes may be realized is through the use of some sort of prospect file or list. Such a file would include the names, addresses, and telephone numbers of the advertising managers of firms that might possibly advertise in the school paper. A large filing card



[illegible]

*Example 220*

similar to Example 220 will suffice. One person should be especially designated to have charge of such a file. In small staffs this will no doubt be the advertising manager; in larger staffs it may be the advertising prospect manager or one of the clerks who is a member of the business department.

This staff member should be continually on the lookout for additional firm names to add to the file. These may be firms that advertise in other school papers; those with whom the school cafeteria, the athletic department, classes, and other school organizations do business; and even those that advertise in the daily papers. The prospect manager should see that a separate card is made out for each of these prospects. It should also be his duty to list the name of the person in charge of advertising on each card. This information can frequently be obtained by telephone and is extremely valuable to the salesman when he attempts to get in touch with the firm for the first time. If the salesman can walk into the store and ask to see this person and can address him by name, a much more favorable approach can be made than is possible when he is forced to ask, "May I see the person who handles the advertising?"

## THE SCHOOL SPIRIT

ISSUE NUMBER \_\_\_\_\_ PUBLICATION DATE \_\_\_\_\_

[illegible]

IN CHARGE OF DUMMY

SENT TO MOORE'S \_\_\_\_\_ EXPECTED \_\_\_\_\_

PROOF READ BY \_\_\_\_\_ AND \_\_\_\_\_

*Example 222*

The use of the envelope shown here prevents advertising copy being mislaid and helps keep contacts with the print shop running smoothly.

## Solicitor \_\_\_\_\_ Date \_\_\_\_\_

Solicitor \_\_\_\_\_ Date \_\_\_\_\_

Call on the following firm:

on or before.

Talk with Mr. \_\_\_\_\_

Signed \_\_\_\_\_

## Advertising Manager.

**Solicitor's Report:**

Date Called.....

Signed.....

**Solicitor.**

Report made..... Entered.....

302



Dr. Carl F. Hansen, Principal

## TECH NEWS

Official Publication

Technical High School

Omaha 2, Nebraska

Date.....

The undersigned firm or party hereby agrees to use.....inches of advertising space in THE TECH NEWS at the price specified below.

\$1.00 Per Column Inch

Firm .....

Address .....

Signature .....

Salesman..... Specifications .....

(Advertising copy must be in the hands of THE TECH NEWS 5 days before date of publication. Proofs on request.)

Due to newsprint emergency THE TECH NEWS reserves the right to limit all ad space.

Engraving, stereotyping or mat costs charged to advertisers requesting such.

An ad contract like this one used by the *Tech News* of Omaha Technical High School in Omaha, Nebraska, serves very well for those who prefer something less elaborate than the one shown in Example 218.

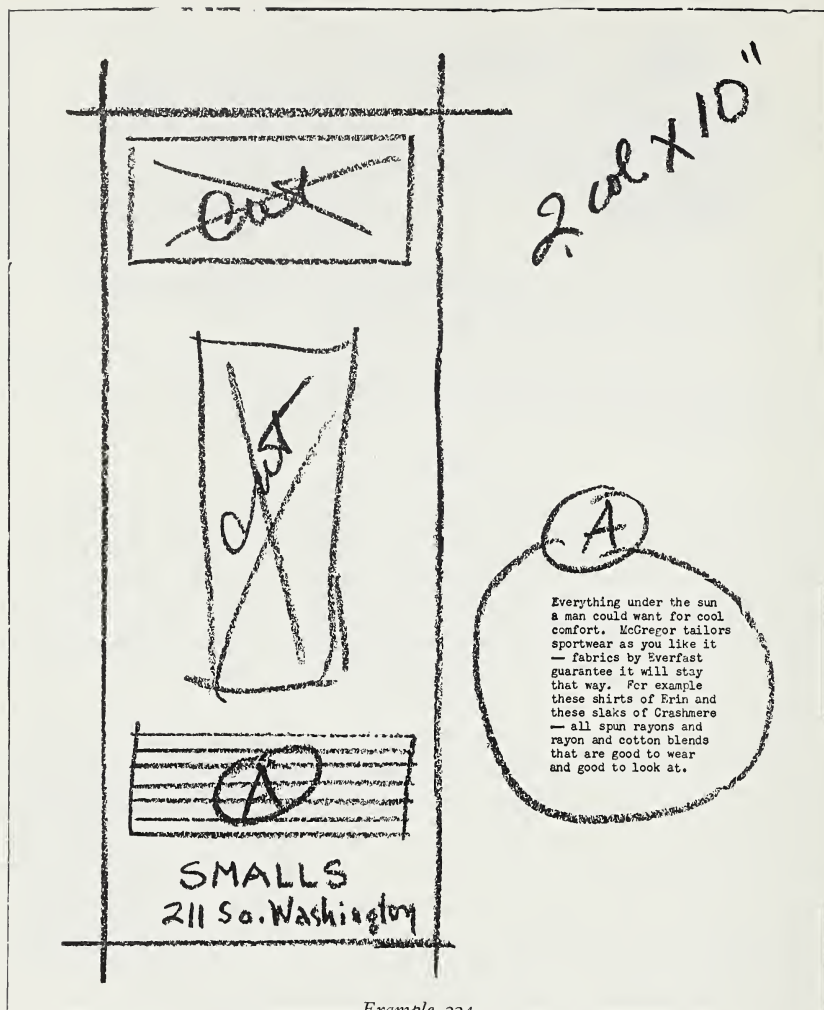
### Example 223

to buy space in the paper. There is only one solution for such a problem. It centers around some system whereby the advertising manager will actually assign certain salesmen to call on certain firms, thus avoiding duplication, lost motion, and at the same time insuring a maximum coverage in interviewing all prospects. The use of a call sheet or assignment slip similar to Example 222 will do much to place the whole matter under the control of the advertising manager.

**Reporting and recording results.** After the solicitor has made his call, he should report to the advertising manager the results of his efforts. In general, one of three things will happen: he will sell an ad, he will be asked to return at a later date, or he will be definitely refused. Whatever the results of his call may be, he should make a record with all of the particulars on the lower half of his call sheet and return it to the advertising manager. The manager, after making a record on his duplicate to indicate that the assignment has been completed, will turn over the original to the prospect manager, who in turn will make the necessary record on the form shown in Example 220.

The prospect manager will enter the name of the salesman and the date of the call; will check one of the three columns under "Indicate Outcome by Check"; and will write all of the particulars, such as why the advertiser refused, when he asked the salesman to call again, or the size and number of ads sold. Finally, the prospect manager will indicate that the entry was made by him by placing his name or initials in the "Entered by" column.

Provided this procedure is followed, the advertising prospect file will increase in value as time goes on. Solicitors can see what arguments against



advertising in school papers are being used, and can be prepared to meet these arguments on future calls. Likewise, if the record is conscientiously kept it will provide a valuable index of those merchants who wish to place ads during certain seasons of the year. Its value to a new staff cannot be overestimated, because instead of beginning all over again at the opening of the year or the semester, the ad staff can virtually pick up the work where it was discontinued at the close of the last period. Needless to say, to be effective a prospect file must be kept up-to-date.

## LAYOUT AND PAGE MAKE-UP

**Purpose of layout.** The advertising layout has two major purposes: to give the prospective advertiser an idea of the appearance of his finished ad, and to tell the printer what the advertising man has in mind with respect to a particular ad. Merchants frequently refuse the ad salesman when the actual reason for their refusal is the fact that they haven't time to write an ad. This obstacle is completely overcome when the salesman approaches his merchant with the layout already prepared.

**Preparing copy for the printer.** In preparing ad copy for the printer the three things usually included are the exact size of the ad, the general appearance of the ad, and the location of any cuts. The advertising man may also indicate the kinds and sizes of type to be used, depending upon the arrangement that exists between the staff and the printing department. Examples 224 and 225 show an ad layout as it went to the printer and the finished ad prepared from the copy. Sometimes the advertiser supplies cuts and the general idea; it is still necessary to prepare a layout for the printer.

In preparing a layout for the printer, the advertising man always draws his copy the exact size that he wishes the completed ad to be. He also sketches into his layout all copy that is to appear in the larger sizes of type, making the lettering approximately the same size and degree of blackness that he wishes in the final product. As was the case in Example 224, there is usually some copy which is to appear in the ad which cannot be written or printed small enough to be got into the assigned space. In this case, the layout man simply sketches lines to indicate where the copy is to go and writes the copy at the side of the ad.

HERE'S COMFORTABLE-CASUAL

**McGREGOR**

SHAMROCK SPORTSWEAR IN FABRICS BY

**EVERFAST\***



Everything under the sun a man could want for cool comfort. McGregor tailors sportswear as you like it — fabrics by Everfast guarantee it will stay that way. For example these shirts of Erin and these slacks of Crashmere — all spun rayons and rayon and cotton blends that are good to wear and good to look at.

**SMALL'S**

211 So. Washington

*The Zodiac*  
J. W. Sexton High School  
Lansing, Michigan

*Example 225*



Since the copy that goes to the printer is frequently the layout that is used in selling the merchant, it is important that the student make his layout as neat as possible. In addition, his ad should be well-balanced, and attention should be focused upon that part of the ad which the merchant wants featured.

**Consideration in page make-up.** The task of arranging the ads on the various pages in the paper is one which falls within the jurisdiction of the advertising department. In general, there are three styles of make-up which are used by school papers. The first is known as the pyramid arrangement and is illustrated in Example 226. In this type of arrangement the pyramid is usually built up to the right, and an effort is made to place the largest ads in the lower right-hand corner, the size of the ads diminishing as the pyramid is built up and to the left. The second type is the double-pyramid arrangement, sometimes called the well type of arrangement, the space between the ads resembling a well. The same principles of make-up apply here in that the larger ads are placed on the bottom. The third type of arrangement, illustrated by Example 227, is really a modification of the second and is called the magazine type of make-up because it is frequently employed in magazines.

### *The Jeffersonian*

Thomas Jefferson High School  
Richmond, Virginia

This type of arrangement, known as the pyramid, is discussed above. Another type is shown in Example 227.

**Let's Go To  
ARNETTE'S**

### **MOSER PHOTO SUPPLY**



**"Everything Photographic"**

202 North Fifth Street

**Developing—Printing—Enlarging**

**Fast Service**

**DIAL 3-3466**



### **Lest You Forget**

**Complete Automotive  
Service**

**The Tuckahoe Motor Company**

10 Maple Lane  
5-9020—DIAL-5-3399

Would you like to receive a monthly review of all the latest records—FREE? Yes. Then fill out this coupon immediately and bring or mail it to



### **Domestic Appliance Company**

3145 West Cary Street

Name .....

Address .....

Telephone .....

Do you own a single record player? Yes ☐ No ☐

Do you own a combination radio record player? Yes ☐ No ☐

Do you prefer Classical ☐ Popular ☐ Hillbilly ☐



**DON'T MISS**  
**The new Electric Hour**  
**THE**  
**"HOUR OF CHARM"**  
**ALL-GIRL ORCHESTRA**  
under the direction of  
**PHIL SPITALNY**  
Sunday Afternoon  
4:30 • WRVA • CBS

**VIRGINIA ELECTRIC  
AND POWER COMPANY**

### **Right or Wrong?**

Question: Milk was first used by man in ancient India as a food?

Answer: Wrong! Rock paintings made in 5000 B. C. and discovered in the Libyan Desert of Africa show tribesmen worshipping cows!



**VIRGINIA  
DAIRY CO.**  
DIAL 5-2818

Example 226

All of the above make-up styles may be used to advantage in the school paper, the selection depending upon the nature of the ads to be included and the type of material to be run on the rest of the page. Regardless of the type of make-up used, the advertising make-up man should always endeavor to place the ads in such a way as to give each advertiser the best location possible. Naturally, small ads should not be "buried" by being surrounded with larger ads. On the other hand, large ads surrounded by small ads still attract the attention of the reader. In general, advertisers wish their ads to be near reading matter and frequently specify page preference. For example, beauty shops prefer that their ads be located on pages that carry society notes or other news which appeals to the female reader. While the school paper cannot always satisfy every advertiser in this respect, still it should go as far as possible in meeting these demands. It is natural to give preference to the larger advertisers and those who advertise regularly.

Frequently advertising copy is lost or misplaced unless some definite system is provided for taking care of it. The ad copy envelope shown in Example 221 has been very valuable in this respect on one paper. When copy has been prepared it is recorded on this envelope and placed inside. On the day when copy goes to the printer the whole envelope is sent. When proof is read, the composed ads may be checked against the record on the envelope. A device such as this is extremely helpful, especially when ads are set up in a school print shop.

**The ad dummy.** It will be necessary for the advertising department to prepare an ad dummy in the same manner that the page editor prepares a dummy (See Chapter 24). In general, this may be done in two different ways. Either actual proofs may be pasted on the sheet, or a dummy may be plotted in a fashion similar to Example 227 with the names of the advertisers written in the respective spaces. Usually it will be necessary for the advertising department to prepare its dummy first, and then turn it over to the page editor, who in turn pastes up his part of the page dummy. The exact routine through which the dummy passes will of course have to be determined for each different staff situation.

**Proofreading the ads.** Needless to say, proofreading the ads is just as important as proofreading straight copy. In general, all ads should be proof-read twice. After the composition of the ad has been completed in the print shop it should be proofed and read. Then after the entire page has been made up, a tissue-paper proof should be pulled. This should receive the O.K. of the page editor as well as the person in charge of the advertising make-up. The standard proofreading marks given in Chapter 16 should be used.

# SCHOOL SPIRIT MAKE-UP SHEET

PAGE

ISSUE NO.

ISSUE DATE

PAGE EDITOR

O.K. BY ADVISER

17					17
16					16
15					15
14					14
13					13
12					12
11	$1 \times 4$				11
10					10
9					9
8		$1 \times 1$			8
7		$2 \times 2$			7
6					6
5		$2 \times 2$			5
4					4
3		$2 \times 3$			3
2					2
1					1
0					0

Example 227

## PROMOTIONAL ACTIVITIES

**Advertising contests.** Like most other phases of the school newspaper, the scope of the promotional activities that may be carried on by the advertising staff is limited only by the ingenuity of those who compose the staff. Ad-writing contests of different kinds are extremely effective. Of a similar nature are slogan contests which are frequently conducted by advertisers through the school paper, the advertiser offering merchandise to the students who write the best firm slogans, the winners then being announced through ads carried in the paper.

**Shoppers' columns.** Prominent in the more progressive school papers is the shoppers' column devoted to a description of merchandise which may be obtained at the various places of business that regularly advertise in the paper. See Examples 216, 217. Usually conducted as a service to the advertiser, such columns are rarely charged for. The column may be devoted to either a single firm each week or a number of firms. The success of such a column depends upon its readability and it has much in common with the personals column. (See Chapter 14.) Similar in nature but in the "paid space" category is the ad similar to Examples 231 and 232. The firm purchases the space as usual but one or more staff members provide the copy styled in a personal fashion.

**Special pages and special issues.** Several times throughout the year the alert advertising staff will find opportunity for special issues or special pages. Such seasonal events as Christmas, Thanksgiving, Commencement, and Easter all offer a challenge to the energetic staff to launch special campaigns. In addition, such events as the opening of a new neighborhood theater or store provide opportunity for large co-operative ads.

Just as a paper can make news, so it can make advertising. One paper published a special edition and distributed it free at a sectional basketball tournament. Advertising was secured from restaurants and other establishments that ordinarily were not considered as regular prospects. Though effective in securing added income, such special editions or pages should not appear too often, or readers may tire of them.

Some advertising is seasonal and securing such business calls for alertness on the part of the staff. For instance, firms seeking high school graduates for positions will want to advertise just prior to the time of graduation. The advertisements carried in Examples 213, 214, 215, and 234 are of this type. Some firms will want space in the school paper over a period of time, even though the employment of the students comes after graduation. The series on page 294 is an example.



Prices subject to 5% sales tax

Open daily 9:15 to 5:30; Monday



Summer Sports Wear

## "Mr. Princeton" GOES TO REDFORD



It may be difficult to rate an "A" in class, but at Princeton "A" stands for appearance—and that's easy to attain in Princeton Oxford Gray Slacks at \$16.95, smart new vests and sweaters including the new charcoal, all nylon, long sleeve, pull-over sweater at \$10.95, and Princeton Corduroy and all wool sport coats in award winning fab-

after all...  
a girl wants  
to look her  
best!

And some of the best dressed girls in town are Comptometer Operators! Their excellent salaries mean extra cash.

You can start a short, easy, low-tuition course soon at a Comptometer School. Then, upon graduation, you'll have interesting office work with friendly people; free lifetime placement service through 167 conveniently located Comptometer Schools. Individual instruction.

Practice model free to each new student.



THE PR

Seven

## THE COMPTOMETER SCHOOL

333 State St., Room 214, Detroit

321 Hubbard Bldg., Pontiac

Woodward 3-5050

Federal 2-1611

Examples 228, 229, 230

Typical advertisements taken from two Detroit, Michigan, high-school papers, *The Outpost* of Redford and *The Cooley Cardinal* of Cooley.



## CUT-UPS



## AND COSTUMES

BY

*Phyllis Haley*

### Greetings and Salutations.

Well, last week was the Northeast game, and was it a swell game? You know it! Lots were out celebrating. Among them, Nancy Stebbins, Bob Frech; Pat Hinds, Dick Moulton; Ginny Koch, Bob Packard; Susan Marshall, and Don Hart.

Guess what. A new shipment of skirts at Magee's. One of the cutest is a dirndl style. It comes in the most bea-u-ti-ful plaid. It has two very useful pockets, and is \$9.95...100% wool...10s to 16s. (First Floor).

and N. E. Tom Kidd.

A new novelty pin, maybe even two, will do wonders for tired-looking suits and sweaters. I'm "hog wild" about ceramic pins. Just like Noah's Ark, they come in pairs...all sorts of animals. \$1.00 each, plus tax. (Magee's First Floor). Signing off...

**PHYLLIS**

Postscript: Did you notice the swell spirit at the game? Let's keep it up for that "toughie," Omaha South.

# MAGEE'S

*The Advocate*  
Lincoln High School  
Lincoln, Nebraska

Example 231



## Scene at School

by **BARB FURMAN**

Hi you-all: Wouldn't you know it would rain again Friday! You fellas played a good game in spite of the rain and the loss.

Slumber parties seemed to be the

At Farmer and new leadership president Paul Hartman have some big interests across town, namely Jane Carter and Jeanine Baker. Good deal fellas.

## Today I am wearing

....my Bobbie Brooks cartigan sweater. It comes in sizes 34 to 40 and is only \$5.95 in Simons Young World Shop.

# Simons

Young World Shop

*The Northeasterner*  
Northeastern High School  
Lincoln, Nebraska

Example 232



HERE'S TO A  
CHAMPIONSHIP  
TEAM . . .



DICK WALSH, Senior  
Fullback

Suit No.—Red 44; White 13  
Age, 19; Weight, 175; Height, 5' 11"  
Third Championship Game

**PENNEY'S**  
OF O. PENNEY CO., INC.

Here is another example of a school personality being incorporated in an ad. The reader's eye will be quickly drawn to this picture of his schoolmate and will remain there to read the ad.

*The Konah*  
Missoula County High School  
Missoula, Montana

*Example 233*

Special athletic events and tournaments provide excellent opportunities for special issues. When a particular championship football title was at stake the *Konah* sold thirteen ads of the type shown in Example 233, each carrying the picture and description of a different member of the team.

## OTHER ACTIVITIES OF THE AD STAFF

**Planning a consumer survey.** A number of arguments frequently given for not advertising in the school newspaper were presented in Chapter 20. Many of these may be overcome if the advertising salesman is armed with facts when he approaches the prospect. Needed facts may be collected through a consumer survey which can be conducted by the advertising staff in almost any school. How many people read your paper? How much money do the students in your high school spend each month? Do they in general select their own clothes? Approximately how many pairs of shoes do they buy in a year? How many families represented in your school plan to buy automobiles this year? These and dozens of other questions may be incorporated in a mimeographed questionnaire and submitted to the student body. When the results are tabulated, the advertising staff can have a fairly valid summary of the buying habits of its student body. Advertisers and their agents are conducting similar surveys all over the country every day at a cost of thousands of dollars. Such a



## Don't grab the first one!

**I**N CHOOSING a job, as in choosing a date—it pays to look 'em over before you make up your mind.

Here is how to find that *best* job for you!

**1. Pick a good company.**

(Metropolitan Life enjoys an outstanding national reputation.)

**2. Choose a job with a future.**

(Metropolitan Life follows a policy of advancement from within. There are regular training classes to help you learn and earn more.) You may start as a General Clerk, Key Punch Operator, Typist or Stenographer with a starting salary from \$39 to \$42 according to your qualifications.

**3. Look for pleasant working conditions.** (Metropolitan Life buildings are modern and well kept.

Attractive lunchroom and lounge facilities for everyday use. 5-day, 37-hour week all year 'round, with liberal vacation schedule. Musical, dramatic, athletic and other recreational groups.)

**4. Insist on security.**

(Metropolitan Life provides Life, Sickness, Accident, Hospital and Surgical, Medical Expense Insurance and Pensions. A well-equipped medical service helps you stay physically fit. Employment is steady in good times and bad.)

If this kind of job appeals to you, come in today for an interview.

Employment Bureau, 25 East 24th Street, between 4th and Madison Avenues. Open Monday through Friday, 9 A. M. to 5 P. M.

**METROPOLITAN LIFE**



**INSURANCE COMPANY**

1 Madison Avenue at

23rd St., New York 10, N. Y.

To help your school paper, mention this advertisement.

*Tilden Topics*  
Tilden High School  
Brooklyn, New York

Example 234

survey within the school can provide the staff with information which when properly used will be almost certain to result in increased advertising sales.

**Staff meeting report.** As suggested in the last chapter, the advertising staff should report the status of its activities to the rest of the staff each week, using a report on some such form as the one below. In addition, the advertising manager should call to the attention of the rest of the staff any special activities such as the survey which has just been mentioned. A report each week does much to keep staff members on their toes and to provide bases for comparison with previous weeks or semesters.

WEEKLY REPORT OF ADVERTISING MANAGER			
Issue Number ..... ; Date .....			
Salesman	Inches Sold	Ads Sold	Call Slips Due

## WORK SHEET NUMBER 21

*Step 1:* Read Chapter 21 on "The Ad Department" and consult any other available references in the library.

*Step 2:* Prepare a list of the members of the advertising staff of your school paper.

*Step 3:* Prepare job descriptions for each of the staff positions. Be prepared to suggest desirable changes in the staff organization.

*Step 4:* Secure a copy of the advertising contract used by your school paper. Are there any changes you would like to suggest? Why? If your paper has no contract form, prepare a form that you believe would be suitable.

*Step 5:* Prepare a list of prospects who have not advertised in your paper this year.

*Step 6:* Select one of the prospects listed in Step 5 and prepare an ad layout. What would the ad cost at your current rates?

*Step 7:* Secure two copies of the last issue of your school paper. Cut out each ad that appeared. Now, using sheets of paper the same size as the pages in your newspaper, prepare an ad dummy for each page upon which advertising appears. Be prepared to tell why your arrangement is better than the original.

*Step 8:* From issues of your paper for the present semester, select what you believe to be the three best ads and the three poorest. Be prepared to defend your selections.

*Step 9:* Make plans for a buyer's survey of your student body.



## 22. Steps from Subscription Drive to Delivery

### DISTRIBUTION

**Importance.** Too often the attention of the staff is focused so completely on the editorial phases of newspaper publication that little thought is given to the importance of the mechanics of distributing the school paper once it has come from the printer. It is needless to say that the finest publication may lose the respect and support of students and faculty because of irregular distribution methods. The development of effective means of building subscription lists and of setting up an adequate and efficient delivery system requires the time and attention of especially designated staff members who are sufficiently interested in that phase of the work to inject their energy and originality into it.

### THE SUBSCRIPTION DRIVE

**Financially necessary.** Unless the school paper receives a subsidy, is a recipient of funds from an activity ticket plan, or has some other adequate source of income that permits free distribution of the paper, some sort of subscription drive or campaign will be necessary if the publication is to succeed financially. While some school papers have been known to exist through the sale of single copies, little financial planning can be done unless the staff has a fairly definite estimate of the amount of money that will be received from the sale of papers. Campaigns may be staged annually or semiannually. While local conditions will determine which plan will be used, the authors favor the latter, because it usually means that a larger subscription price may be collected twice a year than could be collected in one lump sum. The subscription plan gives the staff a much sounder basis on which to plan than does the single-sales plan.

**“High-pressure” tactics.** Members of the staff should learn early that “high-pressure” sales tactics are never a substitute for consumer enthusiasm. Forced buying may result in increased income for one or two semesters, but



the results are usually not permanent and are frequently detrimental. If the paper is not really wanted by those who are asked to subscribe, forced subscriptions strike back at the staff in the form of dropped subscriptions as collections are pushed. However, this department may well co-operate with the editorial department in determining reader interest as it is discussed in Chapter 28. In so far as the subscription campaign is concerned, the function of the circulation department is that of making it convenient for all to subscribe who wish to take the paper. Of course, the campaign may well include an educational program for the purpose of acquainting newcomers to the school with the nature and merits of the publication.

**The campaign assembly program.** One of the most effective methods of inaugurating the subscription drive is through the campaign assembly program. The possibilities of this kind of promotion are limited only by the ingenuity of those who plan the program. Its nature may range anywhere from an attempt to familiarize the students with the merits of the paper as established by contest judges to an effort to give the prospective subscriber an insight into the contents of the coming issues. A successful campaign assembly held recently had as its high-light the appearance on the stage of a student guised as a comedy character which appeared in a cartoon in the paper throughout the semester. A contest was conducted to select a name for the character and an exceedingly large number of entries were received by the staff. With careful planning, the campaign assembly may help build a better attitude and a feeling of respect on the part of the student body toward the paper. One-act plays built with the newspaper office as a setting are popular for this assembly.

**The effectiveness of contests.** Contests between groups are effective in building student interest in the drive and, if conducted on an intelligent basis, are usually well worth their time and effort. Prizes may be awarded to classes, to homerooms, to teams, or even to individuals for the largest number of percentage of subscriptions received. One school annually stages a miniature cross-country automobile race in which a large map displayed in a prominent place has mounted on it toy automobiles representing the different groups that are competing. In addition to prizes for the homeroom having the largest number of subscriptions at the close of the contest, lap prizes are awarded for the largest number turned in on each day of the drive.

In larger schools where the homeroom is the logical unit through which to operate, certain staff members may be designated to present the plans for the contest to each room. In general this practice is better than that in which each room selects a student from its own group, because the staff representative

is apt to have more genuine interest in the project. However, in any contest venture the staff must not substitute the winning motive for the actual merits of the paper.

**The brother and sister problem.** Whenever contests are staged to secure subscriptions there is always the problem that arises when the older brother or sister subscribes, thus leaving the younger members of the family unable to subscribe because of the financial implications. No family should be expected to take more than one subscription; therefore the staff should make plans that will allow the one subscription to be credited to all groups to which the brothers and sisters belong. The situation may easily be taken care of through the use of what one staff calls "brother and sister slips." These blank forms have a space for the name of the signer, a statement of the fact that a brother or sister has subscribed, the brother or sister's name, his homeroom, his locker number, and any other information that is needed to check accurately and rapidly the validity of the information.

**Prizes for winners.** Various plans have been worked out for securing prizes to be given to contest winners. Dealers and manufacturers are frequently willing to award merchandise for the advertising that they receive. Still others will give merchandise in exchange for advertising space in the paper. Recently a regular advertiser in a high-school paper increased his usual amount of space and paid for the difference in merchandise, the value of which was more than the value of the space increase. Where the homeroom is used as the contest unit, prizes may be given to those rooms which have reached the one hundred per cent mark in number of subscriptions turned in. Soft drinks for each member of the group or a theater party for one hundred per cent rooms are likewise effective.

However, it cannot be stressed too often that the contest is no substitute for reader interest in the paper. The contest is merely a stimulus and will lose its appeal if not varied. The steady sale of the paper is in direct proportion to its value and interest to the student body.

## SCHOOL DELIVERIES AND COLLECTIONS

**Frequency and method of collection.** The circulation department must decide how and when collections will be made. Local conditions alter greatly the factors affecting this decision. Some schools accept subscriptions only on a cash basis, thus permitting the paper to go only into the hands of those students who are financially able to make the payment in advance in one lump sum. There is no question that this is the easiest and least troublesome method that can be employed. However, most school-paper staffs will find, particularly

[illegible]

*Example 235*

if they have a higher subscription fee, that a material increase in the number of subscriptions can be effected if a time or installment method of payment is worked out.

**The need for an adequate plan.** It is needless to say that if the installment payment method is used, the system employed must be of such a nature that it will be convenient and practical to remove from the delivery lists the names of those individuals who do not fulfill their obligations by making their periodical payments. Laxity in this matter neither builds respect toward the publication nor does it provide desirable training for those students who indulge in the practice. If the system used allows a student to continue to receive his paper if he stops paying after the first or second installment, it can hardly be expected that the paper can occupy its position of leadership as it should. Just as essential as getting the paper to every paid-up subscriber is seeing that no other students receive papers. As has been said with respect to other management problems, there is no one best plan. Two quite different collection and distribution methods are reported here. The fact that they are widely different in nature and yet each functions well in the school in which it was developed emphasizes the point under consideration. They will be referred to as Plan A and Plan B.

## Plan A

*Job description.* This plan is used by *The Jeffersonian*, Thomas Jefferson High School, Richmond, Virginia. The position of circulation manager (like all other staff positions) is carefully defined by means of a job description.

### JOB DESCRIPTION FOR THE POSITIONS OF CIRCULATION MANAGER AND ASSISTANT CIRCULATION MANAGER

\* Indicates duties performed by the circulation managers. The other duties are delegated to the assistant or performed jointly.

#### I. To take charge of subscriptions in school—

- A. To receive on each collection day money from each of the fifteen captains, count it, record the amount in cash book, investigate any discrepancies, make up the deposit, and take it to the safe in the office.
- \* B. To check captains' stamp books (count stamps and see if equivalent in money has been turned in) and at least once a month thereafter; Notify each captain regarding the status of his book and check it with him if this seems desirable.
- C. To check wall cards (See Example 235) from each homeroom on the date of each issue and see if numbers of subscribers has been recorded correctly. Withdrawn students are to be marked off the card.
- D. To add names of withdrawn students to the mailing list and to see that copies due them are mailed.
- \* E. To record on the summary card with every issue the number of copies of each issue ordered by each homeroom, and to total these so that additional copies may be ordered from the printer if necessary.
- F. To keep a record of the number of copies of each issue sold by each captain.
- \* G. To secure from the office the enrollment of each homeroom on the date of each issue and to compare this with the number of subscriptions sold in that room and in this way determine whether the room merits a quota or 100% card.
- \* H. To see that each room receives the proper quota or 100% card after each issue.
- \* I. To present 100%-for-the-term cards and to award \$1.00 prizes for the 100%-for-the-term subscriptions secured by date of first issue.
- J. To prepare these 100%-for-the-term banners, i.e., cut out numbers and paste them in the proper place for the date. To write lieutenant's name and homeroom number on back.
- K. To prepare collection envelopes (See Example 236) for the captains each week, i.e., record captain's name, homeroom number, and collection dates.
- L. To count out the number of copies ordered by each homeroom, to put this number and the homeroom number on the top copy.
- \* M. To load truck and distribute papers to homeroom.
- N. To fold 25 copies of each issue for the file and to prepare a few copies for each captain to sell as "extras" on the Monday following date of issue.
- O. To prepare these materials for use by captains and lieutenants at the beginning of the term:

I. 15 stamp books—Check to see that each has proper number of stamps, number pages, and fill in the collection dates and homerooms. Put name and homeroom number of captain on front, also numbers of 2 rooms from which he is to collect.

2. 58 wall cards—Fill in dates of publication, name and homeroom numbers of captains and lieutenants.

- P. To revise, if necessary, mimeographed instructions for captains and lieutenants.
- \* Q. To distribute these in the meeting of each group (captains and lieutenants) called at the beginning of the term and to explain them.
- \* R. To substitute for a captain whenever necessary and to investigate his own duties.
- \* S. To give out stamp books and make announcements to captains at the beginning of homeroom period each collection day.
- II. To take charge of subscriptions outside of school.
- \* A. To prepare a list of prospective graduates in each 4H homeroom and ask lieutenants in these rooms to solicit mail subscriptions from these students and turn in his report to the staff room by a designated time.
- B. To notify by post card those whose subscriptions have expired and to solicit renewals.
- C. To address, check, and stamp wrappers for regular subscribers and those receiving complimentary copies.
- D. To fold, wrap, and mail copies.
- E. To type for each mail subscriber a card bearing his name and address and the issues he is to receive.

**How the plan works.** The circulation staff includes circulation manager, his assistant, 15 captains, and 58 lieutenants (who solicit subscriptions, collect money, and distribute the paper in their respective homerooms). Money collected is passed from lieutenant to captain and on to circulation manager in collection envelopes (Example 236). Gummed stamps, issued to the captains, who pass them on to the lieutenants, are then pasted in the appropriate spaces on the subscription card in each homeroom (Example 235).

<p><i>The Jeffersonian</i></p> <p>THOMAS JEFFERSON HIGH SCHOOL</p> <p>RICHMOND, VIRGINIA</p>	
<p>Captain .....</p>	
<p>Home Room .....</p>	
DATE	AMOUNT
<p><b>This Envelope Must Be Turned In to the Staff Room Each Collection Day</b></p>	

*Example 236*



SCHOOL SPIRIT SUBSCRIPTION		Locker No. <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>																											
Dist. ....	Name .....																												
.....	Home Room..... Adviser.....																												
○	6th Period Class .....; ..... Subject Room																												
Col. ....	Check here if Committee of One <input type="checkbox"/>																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">8</td> <td style="width: 12.5%; text-align: center;">7</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">C</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table>		8	7	6	5	4	3	2	1	C																			<input type="checkbox"/>
8	7	6	5	4	3	2	1	C																					

*Example 237*

### ***Plan B***

**Satisfactory Tag Method.** Because they are somewhat inflexible, distribution lists are thought by some to be cumbersome and inadequate. In some cases lists of names that need to be checked and rechecked each time before the paper is delivered call for an unnecessary expenditure of time and energy and in addition are extremely difficult to manipulate without errors. The staff at one paper has overcome this obstacle through the use of delivery tags. See Example 237.

This tag is used as the original subscription card and is filled out by the subscriber at the time the campaign is going on. Thereafter, it serves as a collection tag and, as will be explained, also as a delivery tag. It thus serves three purposes. For the benefit of installment subscribers, collectors representing the paper call on each homeroom twice each week with the tags belonging to the installment subscribers in that particular room strung on a flexible chain key ring. If the subscriber pays his installment, the sum is indicated in the square under the number indicating the particular week; in case he does not pay or is absent, an "X" is recorded in the same square. Any time that the subscriber pays the full subscription price, a hole is punched in the square at the right end by the locker number. This makes it possible to omit all paid-up members in making up the homeroom lists, thus reducing the number of cards that each collector has on his ring.

**Making the distribution.** Of the many distribution methods in vogue, one of the most satisfactory is the individual locker method, provided each student is supplied with a hall locker bearing a number. Most standard lockers have "vents" into which the paper can be inserted if care is exercised in folding it. This makes it completely unnecessary to open the students' lockers and assures each student that he will receive the paper that was intended for him. This locker system is particularly effective when used in combination

## COMPLAINT CARD

Name .....

Home Room..... Locker No.....

No. Times Missed..... Amount Paid.....

Paper Torn ..... ☐

Paper Ragged..... ☐

Paper Missing..... ☐

Receiver.....

### *Example 238*

with the tag system described above. After the second collection of the week has been made, the members of the circulation staff have only to rearrange their tags to correspond to the numbering of the various lockers, group them into moderate-sized routes, place them again on flexible rings, and make their rounds. Two students, one holding the ring and calling the locker numbers and the other inserting the papers, can easily distribute two hundred papers in a forty-minute period.

**The complaint desk.** No distribution system is any stronger than the students who operate it. It is probable that no matter how much care is exercised in developing a distribution system there will always be a small number of students who fail to receive their papers. Regardless of how small this number is or of how infrequently the cases occur, the circulation department must arrange to take care of these complaints. When this occasional slip does occur, if the subscriber knows where to go to make his complaint, and if he is treated in a courteous manner by those of the staff who meet him there, he will go away still a booster for the paper. But if he does not find his paper in his locker and cannot find a staff member, or if he does find a staff member and is treated indifferently, he is apt to develop an unsympathetic attitude toward the publication. The complaint desk is the solution to this problem.

On the days when the paper is distributed, certain members should be designated to remain in the newsroom or office after school to receive these complaints. These staff members should be provided with copies of a printed form similar to Example 238. The use of these will make it possible for a record of complaints to be kept. With an adequate record of this nature, the circulation manager can then make an intelligent effort to improve the service that the distribution agents are giving to their subscribers. In the event that the install-

<p align="center"><b>THE SCHOOL SPIRIT</b>  <i>Home Room Deposit Envelope</i>          (For your convenience in depositing)</p>	
Adviser.....	H. R. ....
Amount Enclosed .....	for..... Subscriptions
Date.....	Checked .....
.....	

*Example 239*

ment-payment method is used there will usually be a **number of students who** were absent when collections were made or who for some other reason did not pay and who, consequently, did not receive their papers. In order to take care of these customers, the staff members who are delegated to operate the complaint desk should also be provided with **small envelopes printed in a fashion** similar to Example 239. If these are used, no bookkeeping need be done at the time. Instead, the staff member may accept the payment, record the necessary information on the envelope, and turn it over to the cashier at the next meeting of the staff. This is the type of service that students appreciate. Members of the staff should remember that attitudes toward the school paper are constantly in the process of formation. They should realize that they cannot be rude to customers and then expect increased returns when the next campaign is staged.

**Newsroom leaks.** As has previously been stated, every member of the staff should constantly be concerned about developing the respect of the student body toward the publication. Frequently this is a matter of dollars and cents, perhaps not immediately, but in the long run. Newsroom leaks are among the most glaring examples of how this sort of thing works. If students are able to go up to the newsroom after school and get a paper without cost, they will soon learn that there is not much point in subscribing. Consequently subscription lists will dwindle over a period of semesters if this practice is allowed to continue. The same thing is true if staff members make an effort to "take care of" their friends. It may well be remembered that the student body as a whole will not think any more of the paper than do staff members themselves.

If the paper is worth the price asked of the general student, it is also deserving of a paid-up subscription from the staff member. Staff members have no right to receive their papers free just because of their position. The alert circulation manager will "sell" all staff members before he sends them out to solicit subscriptions from others. Unpaid-for copies will consist of just those on the exchange list and those used in the day-by-day activity of the staff.

<p><b>The School Spirit Mail Subscription</b></p> <p>Name -----</p> <p>Address -----</p> <p>City and State -----</p> <p>Subscription for ----- first; ----- Second Semester, 19 ----- -19 -----</p> <p>Rates: 60 cents per semester; two semesters, \$1.10</p> <p>Received -----</p>	<p><b>The School Spirit 19 ----- -19 -----</b></p> <p>Mail Subscription for -----</p> <p>----- first, ----- second semester.</p> <p>Change of address must be made two weeks in advance (give old address) to School Spirit Mailing Head, <i>Roose High School, Evansville 14, Indiana.</i></p>
--	---

*Example 240*

## MAIL SUBSCRIPTIONS

**A fertile field.** In addition to those subscriptions that are delivered in person by staff members, there is a fertile field made up of those who may be served by mail. Alumni, next year's freshmen, and interested patrons are among those who may be induced to subscribe, provided an adequate campaign is staged to persuade them. Just as is the case with in-school subscriptions, so it is with mail subscriptions; the customer must be given service. If papers are allowed to remain in the newsroom two or three days before they are mailed, again an unfavorable attitude will develop toward the publication and a reduction in income is apt to result. The head of the mailing department or whoever is delegated to oversee this particular task should no more think of postponing the mailing of papers than would the editorial department think of getting the paper out a day late.

**Recording the mail subscription.** Adequate methods of recording the names and addresses of mail subscribers are necessary to insure delivery. A card similar to Example 240 should be used. The stub may be used as the customer's receipt to be given him at the time he makes his payment. The other part of the card should be three by five inches in order to fit a standard filing box and should be punched in the same fashion as are library cards so that a rod may be used to prevent the loss of cards.

**The exchange list.** The exchange list should also be handled by the mailing department. A card such as seen in Example 241, similar to the mail subscription card but of a different color, should be used. The two colors make it possible to discard those that are to be used just throughout the year or semester and at the same time to retain those of a permanent nature such as exchanges.

Name .....	
Address .....	
P.O. ....	
<hr/>	
Remarks:	
○	

*Example 241*

**Addressing copies to be mailed.** While some staffs will be fortunate enough to have a machine expressly made for the purpose of addressing, the majority will have to rely upon some other system. Typing names or addressing by hand is not satisfactory because of the large amount of time consumed and because of the chance for errors and omissions. One of the most satisfactory plans is that in which all of the names and addresses are set up in type and galley proofs pulled each week. Example 243 shows a small section of a proof of this nature. Provided this proof is made on a narrow strip of paper, the ones who are delegated to address the copies have only to apply paste to the back of the strip, lay the end of the strip on a copy of the publication, and using a metal slug or ruler, tear off the slip, leaving attached to the paper only one name. This system is rapid and insures delivery to all mail subscribers.

### ***Mailing Costs***

**Third-class rates.** Most school papers are mailed as third-class matter. This means that each paper sent costs two cents provided it does not weigh more than two ounces. In the event that it does weigh more, the cost increases at the rate of a cent for each ounce or fraction thereof up to eight ounces. Since most papers weigh less than two ounces, the average cost of mailing on this basis is two dollars per hundred.

**Second-class rates.** Postal authorities have made provision, however, for newspapers and similar publications to be mailed as second-class matter. It is well for any staff to investigate the second-class rates to determine if there is an advantage to be gained by mailing their paper as second-class, rather than third-class, matter. In the case of a paper that carries second-class privileges, there is a minimum fee of not less than one-eighth cent per copy.



**Requirements for admission.** The following directions, adapted from Part 132.22 of the *Postal Manual*, United States Post Office Department, explain the various qualifications necessary for entering a publication as second-class matter.

Except as otherwise provided by law, the conditions upon which a publication shall be admitted to the second class are as follows:

First. It must regularly be issued at stated intervals, as frequently as four times a year, and bear a date of issue, and be numbered consecutively.

Second. It must be issued from a known office of publication.

Third. It must be formed of printed paper sheets, without board, cloth, leather, or other substantial binding, such as distinguish printed books for preservation from periodical publications. *Provided*, That publications produced by the stencil, mimeograph, or hectograph process, or in imitation of typewriting, shall not be regarded as printed within the meaning of this clause.

Fourth. It must be originated and published for the dissemination of information of a public character, or devoted to literature, the sciences, arts, or some special industry, and have a legitimate list of subscribers. Nothing herein contained shall be so construed as to admit to the second-class rate regular publications designed primarily for advertising purposes, or for free circulation, or for circulation at nominal rates.

**Procedure and cost.** If staff members are reasonably certain that their publication meets the four conditions stated above, the first step in entering the publication as second-class matter is to secure a copy of Form 3501 from the local postmaster. After the form has been carefully filled out and sufficient evidence of a bona fide list of subscribers has been submitted, it should be sent together with a payment of twenty-five dollars to the local postmaster. In the event that the subscription list is in excess of 2,000 and not more than 5,000 the fee is fifty dollars. This fee will be retained by the post office if the application for entry is honored. If the publication is not accepted, half of the fee will be retained and half will be returned.

**Advantages.** In addition to the financial saving involved in entering a publication as second-class matter, the advantages are twofold: mail subscription rates may be reduced to the same level as other subscriptions, and a great amount of time otherwise spent in attaching stamps to each copy is saved. After a publication is entered as second-class matter, the postmaster will ask the staff to make a postage deposit of a small amount, probably five dollars. Each week as the papers are sent in bundles to the post office, the postmaster will deduct the mailing cost from the balance and notify the staff as to the amount deducted.

# WEEKLY CIRCULATION DEPARTMENT REPORT

Issue number ..... Date.....

Deliveries Route No. 1....

Deliveries Route No. 2....

Deliveries Route No. 3....

Deliveries Route No. 4....

Miscellaneous Deliveries... ..

Total Route Deliveries .....

Mail Subscribers .....

TOTAL PAID CIRCULATION.....

Exchanges Mailed .....

For Use of Editorial Staff.....

For Use of Business Staff.....

Other "Free" papers .....

TOTAL "NOT PAID" CIRCULATION.....

Papers on Hand .....

Papers Not Accounted for .....

TOTAL NUMBER OF PAPERS ORDERED PRINTED....

Number of complaints this week: 1..... 2..... 3..... 4.....  
M.....

Number of "drops" this week .....

Circulation Manager .....

Head Mailing Department .....

Business Manager .....

## Example 242

Example 242 at the right is a galley proof of a portion of one paper's mailing list. Its use is explained on page 325.

Washington Scroll  
Washington High School  
MILWAUKEE, WISCONSIN

Prof. Wesley H. Maurer  
Box 35  
ANN ARBOR, MICHIGAN

The Mercury  
Swayzee High School  
SWAYZEE, INDIANA

The Mirror  
Francis Joseph Reitz H. School  
EVANSVILLE, INDIANA

Marshall News  
3250 W. Adams Street  
CHICAGO, ILLINOIS

The Manual  
Manual Training High School  
PEORIA, ILLINOIS

The Mike-rophone  
Roosevelt High School  
Ida Avenue and Central  
PORTLAND, OREGON

Shorewood Ripples  
Shorewood High School  
MILWAUKEE, WIS.

The Skyrocket, c/o Stanley K.  
Norton  
Senior High School  
WAUSAU, WISCONSIN

Spirit of Rockcreek  
Rockcreek Center High School  
BLUFFTON, INDIANA

Helen Steffee  
Women's Residence Hall  
WEST LAFAYETTE, IND.

## Example 243

## THE DEPARTMENT'S REPORT TO STAFF

**Summary of week's activities.** As a department of the business division, the circulation staff should be expected to report to the whole group concerning its activities of the week. In the staff meeting the business manager will probably call upon the circulation manager to speak for that department. A report form such as Example 242 will be found helpful; it includes total paid circulation, total free circulation, papers not accounted for, number of drops, and number of complaints. The weekly report should also include a summary of special activities of the group such as the mailing of special form letters or the zoning of the city for future circulation campaigns. Such reports will furnish the basis for discussion on how to improve the work of the circulation group and how to overcome staff problems and difficulties.

As was pointed out at the beginning of this chapter, it is not uncommon for a school-paper staff to become so engrossed in the writing aspects of the publication and in those activities related to "getting out the paper" that problems pertaining to circulation are slighted. Staff members should always keep in mind the fact that the finest paper in the world means nothing to others unless they read it. Thus, the circulation department must first see that there is adequate circulation and then see that the paper reaches these subscribers without fail.

## WORKSHEET NUMBER 22

*Step 1:* Read Chapter 22 on distributing the school paper and consult other references in your library.

*Step 2:* Make a list of those students who compose the circulation staff of your school paper together with their titles.

*Step 3:* Prepare job descriptions for each of these positions. What changes in duties and responsibilities would you recommend?

*Step 4:* Propose a plan for the subscription drive in your school next semester.

*Step 5:* Find out all you can about how the paper is delivered in your school and how collections are handled. Is the plan in need of improvement; if so, how?

*Step 6:* Make a further study of the details of distribution in your school to try to find out whether or not there are "leaks." Are any students obtaining the paper without payment? What do you recommend?

*Step 7:* Make a study of mail subscriptions in your school. Is there a possibility of increasing the paper's income through a mail subscription drive?

*Step 8:* How much is your paper spending on postage to distribute the paper each year? Would a second-class permit be economical? Could your paper meet the qualifications set up in the United States Postal Laws and Regulations, Sec. 502?

## 23. The Mechanical Production of the School Paper

### THE PRINTING

MOST SCHOOL papers are printed by commercial firms, a few are produced entirely in the school, and some are printed by means of a combination of the two. An example of the latter would be the preparation of the page forms in the school print shop and the printing of the papers in an outside shop. The majority of the papers are produced by a flat-bed letter press, which is described in this chapter. All the papers pictured in Chapter 24 are of this type. Some papers are produced by another popular printing method known as the offset process, which is discussed in Chapter 31. Duplicated or mimeographed newspapers are likewise treated in Chapter 31. The discussion in these three chapters is included as an orientation into the production phase of school journalism rather than as a detailed and technical treatment.

### TYPESETTING

**Hand composition.** Originally all type was “set” by hand. Printers had trays or “fonts” of type, each piece carrying one letter or character. All type that was set had to be picked up by the printer and assembled in a “stick,” one character at a time. After the type had been used it was “distributed”—that is, each character was replaced in the proper compartment and was used over and over again. Handset type is never used today for setting the “body” of the news story. Handset type is used today only for headlines, extremely large type, or sections of ads. Actually most headlines on commercial papers are no longer set by hand but are set by machines.

**The linotype.** While the linotype is usually referred to as a typesetting machine, it is not really a typesetting machine at all. Actually it sets small pieces of brass called matrices (plural of matrix). Each matrix has the form of a letter or other character punched into its side. Enough of these matrices to fill a line are set on the machine. Example 244 shows a modern linotype machine. Note the keyboard. While the keyboard differs from that of a type-

writer, the principle is similar. By pressing the correct keys, one after the other, the operator assembles all of the matrices for the characters that are to appear in the line. The machine then automatically casts a line of type from molten type metal which is over 500° Fahrenheit. Example 245 shows a number of such lines after they have been cast.

**Galley Proofs.** After the type has been set it is assembled in long traylike affairs called galleys, and a proof is made. Usually this is done by running an inked roller (brayer) over the type and then, by one means or another, pressing long strips of paper onto the inked type. When these proofs are read, errors are noted (see Chapter 16) and the galley proofs are returned to the printer. As you can see, if the linotype operator has made an error or if by chance you decide that you wish to change a word, at least the entire line must be reset. Sometimes the two or three lines following will also need to be reset. Unlike handset type, the linotype slugs, once used, are melted and the metal is reused.

### MAKE-UP

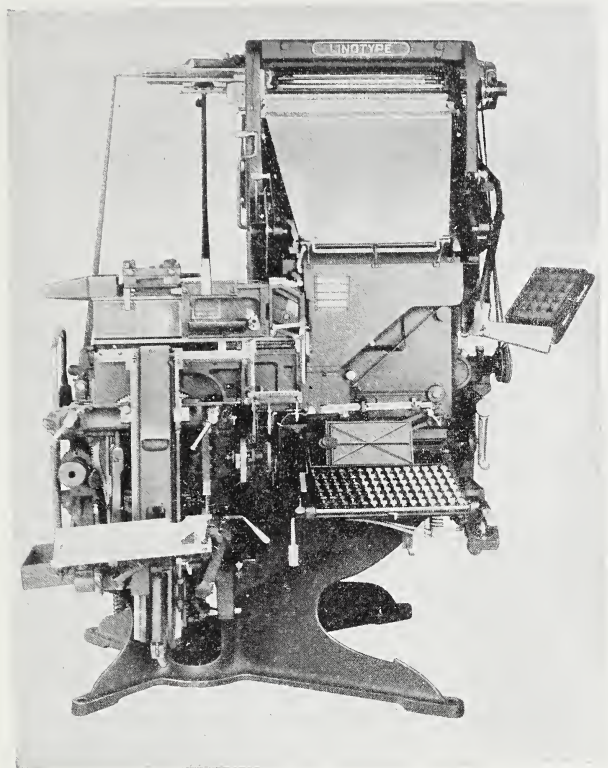
**Ad make-up.** Ads may be made up of type alone or they may involve the use of cuts which are described later in this chapter. Whichever is the case, the staff must still supply the printer with a lay-out (see Example 249) to be followed. The main point to be kept in mind is the fact that handset type, linotype slugs, or cuts fit together like building blocks and that there is a definite limit to the manner in which they can be assembled. There is a common saying that “type is not made of rubber.”

**Page make-up.** While page make-up is discussed in Chapter 24, little is said there regarding its mechanical phases. The make-up editor or that staff member who is responsible for the make-up of the paper prepares a page dummy similar to that shown in Example 249. The printer, following this plan, assembles type, ads, and cuts and finally “locks-up” the whole page in what is called a chase. This is actually a metal frame which is designed to hold the page of type which is securely fastened by means of “quoins.” Generally, a page proof is pulled at this time and checked for make-up errors.

### PRESSWORK

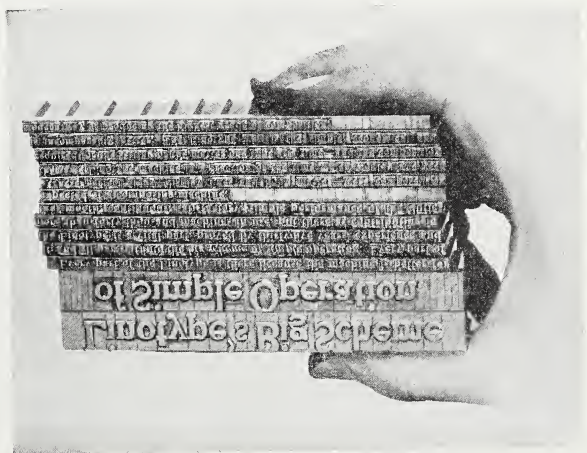
**Types of presses.** Generally speaking, there are platen presses, cylinder presses, and flat-bed presses. While some school papers are printed on a platen press or job press, as it is sometimes called, only the very smallest can be handled this way. Usually papers that have five columns or more are too large for a platen press. Cylinder presses are used for printing all daily papers. Pages are made up in the manner that has already been described. At this point,





*Example 244*

*Courtesy of the Mergenthaler Linotype Company*



*Example 245*

however, large metal plates that are duplicates of the pages of type are cast in the shape of cylinders. This casting process is similar to that discussed under mats and stereotypes at the end of this chapter. These cylindrical plates are then mounted on the press so that they rotate rapidly as the newsprint is fed in from large rolls. Few school papers are printed on cylinder presses.

**The flat-bed press.** If this type of press is used, the printing is done directly from the type as it has been locked in the chase. The number of pages printed at one time varies with the size of the press. The paper is cut in advance to accommodate the number of pages being printed and if necessary is cut again later.

**Combination arrangements.** Some schools, particularly those with vocational printing departments, have all of the facilities that have been described this far and can carry the printing of the paper all the way through. Still others have no printing facilities at all, in which case the job must be entirely done outside. As a general rule, however, the school has some printing facilities which are not extensive enough to handle the total job. In almost every city, linotype work can be purchased on the outside. In most cities there are typesetting firms that will perform this service. It is not uncommon, then, for the heads and ads to be set up and the pages to be made up in the school print shop. At this point it may be necessary to arrange with a local printer who has a press of the right size to do the press work from the chases that have been locked up in the school print shop. An alert business manager can usually find adequate facilities in his community in the event the total job cannot be handled within the school itself.

## PHOTOENGRAVING

**A photographic process.** No effort will be made to explain the nature of photoengraving other than to say that it is a photographic process and that the reproduction can rarely be better than the original picture from which the cut is made. The engraver photographs the original on to a negative, prints the negative on a piece of zinc or copper, and then submits the metal to a chemical process which "eats away" portions of the metal where the picture is to appear white and leaves the metal intact where dots or lines are to appear.

**Zinc etchings.** Of the two major types of photoengraving, zinc etching is the simplest and least expensive. Etchings may be made from any kind of drawing that is composed entirely of pure black and white such as cartoons. These cuts are usually spoken of as line-cuts. No art work that has grays or varying color tones can successfully be reproduced as a line-cut.

**Half tones.** Half tones are more complicated to make and consequently are more expensive than zinc etchings. Any kind of art work that is shaded has to be reproduced by this process. Half tones are all made by photographing the original through a screen. This screen produces the dotted effect that is seen in a newspaper cut. Engravers have various sizes of screens which are used for different types of work. These screens are composed of two pieces of glass that have diagonal lines scratched on them and which have been placed face to face so that the result is a "screen" similar to an ordinary window screen. The number of lines or scratches varies from 50 to 250 per inch. The degree of fineness that is desired in a particular half tone is designated by the number of "lines" per inch in the screen used. See Example 246.

The size of screen to be used is determined by the kind of paper upon which the half tone is to be used. Daily newspapers usually use 65- or 70-line half tones. A high grade of smooth newsprint will usually take an 85-line half tone, while a coated or book paper will reproduce 100-line half tones and finer. It is rather obvious from examining the three reproductions in Example 246 that the finer the screen the greater the detail that may be secured. For this reason, it is wise to use as fine a screen as is possible on the particular kind of stock selected. Half tones that are finer than 100-line are made on copper instead of zinc and consequently are more expensive.

### *Preparing Copy for the Engraver*

In general there are three things that the engraver needs to know in order to prepare the photoengraving: the portion of the original that is to be reproduced, the size of the finished engraving, and the size of screen desired in the event that a half tone is wanted. All of these are important, and responsibility for supplying this information rests with that staff member whose duty it is to deal with the engraver.

**The portion to be reproduced.** Frequently the print to be reproduced has more or less dead space or background around the essential figures in the photograph. In order to have faces or other figures reproduced as large as possible it is desirable to omit such space from the engraving by reproducing only the central portion. The staff member in charge should indicate clearly that section of the print which is desired in the finished product. In doing this it is unwise to draw lines across the face of the print. Instead, it is desirable to make small marks in the margins of the photograph, thus avoiding any damage to the print. Another trick is to fit a piece of paper over the photograph, cutting out a "window" that will show just that portion of the picture to be photographed.



To get this cut the engraver photographed the original picture through a 55-line screen.



To get this cut the engraver photographed the original picture through a 65-line screen.



To get this cut the engraver photographed the original picture through a 100-line screen.



*Example 246*

**Marking art work for the engraver.** The size of the finished product desired should be indicated in picas. To tell the engraver to make a one-column cut or a two-column cut is not enough, since the widths of columns vary. There are two measurements of the width of a cut, the face and the base. The face is the actual printing surface, while the base is the block upon which the cut is mounted. Staff members should specify the base width.

In the case of cartoons there is usually enough white space above or below the picture to permit this width to be marked for the engraver. Photographs often do not provide a margin sufficient for marking, and to mark on the back endangers the surface of the photograph. It is well for the paper to provide itself with gummed stickers, printed for this specific purpose. One line calls for the type of engraving, another for the width, another for the time of delivery, and a fourth line bears the name of the school paper. This sticker is made out and then pasted on the back of the piece of art.

**Reducing and enlarging.** Since engraving is a photographic process, the finished cut may be any size, larger or smaller than the original. However, it is the usual practice to make a drawing so that it can be reduced one half or one third, thus giving neater lines than the original carried. Students sometimes have difficulty in figuring sizes when reductions or enlargements are to be made. One of the easiest ways is illustrated in Example 247. In the event that the whole picture is not to be used, a sheet of transparent tissue paper called a *frisket* is placed over the front of the original and a rectangle is drawn, indicating the section that is to be reproduced. Heavier paper calls for the window idea mentioned earlier. A diagonal line is then drawn from the upper left-hand corner to the lower right-hand corner. If the whole picture is to be used, the same thing is done, using the corners of the picture itself. The width desired on the finished cut is then measured to the right, starting in the upper left-hand corner where the diagonal begins. From this measured point on the horizontal line, a perpendicular line is dropped until it intersects the diagonal. The length of this perpendicular line is the length which will correspond to the width that has been laid off. The process is the same, regardless of whether the cut is to be larger or smaller than the original. A more complete description can be secured by the student editor from his local engraver.

**Cautions.** Persons inexperienced in dealing with engravers frequently make mistakes that are costly. For example, as pointed out earlier, it is unwise to write on the back of a print from which an engraving is to be made. When it is absolutely necessary to make notations on the back, the print should be laid face down on a glass surface and any markings made with a soft crayon or china pencil. Likewise, it is unwise to use metal clips on prints. Frequently





*Example 247*

they mar the surface of the print. If it is necessary to roll prints for mailing, the face of the print should be rolled on the outside. When prints are rolled with the face in, they sometimes crack. Whenever possible, photographs should be mailed flat, between heavy cardboards.

## *Cutting Engraving Costs*

**Most costs fixed.** Most engravers with whom school newspapers will have relationships are members of the National Association of Photoengravers. This association has prepared a large chart in which virtually all costs are fixed. However, there are in general three ways that school papers may take advantage of these fixed costs in order to save money.

**Discounts.** Most engravers will extend discount rates to school papers. These rates will vary from ten to thirty per cent and will depend upon the quantity of work used, local practices, and local production costs. Every school paper should reach a definite agreement with its engraver on this matter. For example, one reputable engraver allows a paper a twenty per cent discount and agrees to buy advertising space valued at ten per cent of the cost of engraving used.

**Same focus.** If the paper can arrange to send a number of prints to be reproduced at the same time, and if all of these are to be reduced or enlarged in the same proportion so that the engraver may make them without resetting his camera each time—that is, so that he may photograph them all in the same focus—an additional ten or twenty per cent discount will be allowed, depending upon the number of cuts.

**Grouping.** An examination of the price chart previously mentioned will disclose the fact that up to a certain point, the cost per square inch diminishes as the size of the cut to be made is increased. Papers may take advantage of this fact by mounting several prints on a piece of cardboard or mounting board and having a “single cut” made of the group. The individual cuts are then sawed out of the large plate. The engraver adds twenty per cent of the cost of making each cut separately for mounting all but one of them. One mounting is included in the original cost. Even with this extra charge, however, the cost is considerably less than it would be if each print were submitted individually.

**Mounting.** The woodworking shops in most schools will co-operate with the paper in mounting cuts on the wooden base if properly approached. This eliminates the engraver’s fee for mounting, and added to the practice of having a single cut made of several pieces of art reduces the cost of engravings at least half. For example, one paper that planned to run a five-column comic strip each week found that the cost of each cut (zinc etching), if made separately, would be over four dollars. By grouping seven of the comic strips together and having them mounted in the woodworking department, the cost was reduced to less than two dollars per issue. When this plan is used, the engraver will make a small charge for cutting and beveling each cut.



*The Guardsman*  
City College  
San Francisco, California

*Example 248*

Example 248 shows a series of sports photographs grouped on a piece of cardboard ready to send to the engraver. This cut to less than half the price the paper would have paid had the cuts been handled as separate engravings. Notice how cleverly the art editor trimmed these photographs and mounted them to secure the maximum of effect and economy. The unusual shapes are more attractive than the usual rectangles, and are much more economical if handled this way.



## *Mats and Stereos*

**Daily newspaper co-operation.** A valuable source of school newspaper art is the daily paper which is usually quite willing to supply stereos of art that appears in its columns. It is customary to run a "courtesy line" in conjunction with such cuts, and an examination of school papers reveals the fact that a large number of them avail themselves of the opportunity afforded in this connection. Cuts from this source are much more common than are original school cuts, although where possible the latter are to be preferred.

**Mats.** A mat or a matrix is a piece of heavy cardboard that bears an impression made by a steam process from an original engraving. Mats are frequently supplied by advertisers and casts must be made from them before they can be used. The process consists primarily of pouring hot type metal over the mat and the result is a stereo or stereotype which is similar in appearance to the original cut from which the mat was made. It is called a cast. Mats may be used over and over again and should be preserved for future use as should usable stereos, half tones, and zinc etchings. They are kept in the morgue, as discussed in Chapter 31.

### **WORK SHEET NUMBER 23**

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*Step 1:* Read Chapter 23 on "The Printing" and consult other available references in your library.

*Step 2:* Visit your school print shop or a local printer and borrow some items of equipment for a display in your classroom. Some suggested items are: a number of type characters from different fonts; a stick; quoins; furniture; a matrix; a linotype slug; a small chase.

*Step 3:* Make a complete study of the methods employed in printing your paper. Prepare a schedule indicating the days and hours or periods that the various steps are undertaken. What suggestions can you offer for speeding up the printing time so as to reduce the lag before publication.

*Step 4:* Secure a half tone and a zinc etching from your printer or engraver and a stereo from your printer or the local newspaper. It would be desirable also to secure a "mat" for the stereo. Make a classroom exhibit of these.

*Step 5:* If you have a local engraver discuss with him methods for reducing engraving costs.

## 24. The Artistic Arrangement of the Paper's Contents

### PAGE MAKE-UP

**Eye appeal.** First impressions, while not always correct, are none the less lasting impressions. All newspapers, including school papers, depend upon make-up for these first impressions. In part the paper's "personality" is conveyed through make-up. This chapter discusses those aspects of make-up which should be useful to the young journalist.

**Traditional papers.** It may be reasoned that the older the school paper the more nearly it has become a tradition. This would seem to assure school support, since high-school students are really most conservative in wanting to retain school traditions. However, it may be reasoned that the older the school paper, the more difficult it is to keep it alive. Once a paper has built up its tradition of size, make-up, content, headdress, and style in general, it is natural for each new staff to look upon this heritage as its constant guide.

There are many fine-looking, prize-winning school papers over the country that are really petrified. The paper that becomes fixed, although it makes an excellent appearance, denies the staff any opportunity to be creative. Once this opportunity is denied, the paper has betrayed its mission. The make-up of the school paper should be dynamic, just as is the make-up of the student body.

The paper must be interesting and worth while from the pupil's point of view. The adviser who lets the present staff feel that yesterday's staff reached the ultimate goal can do nothing more than carry on that tradition. Once the school newspaper seems to have reached the peak of excellence and organization, it is then time to wreck the whole thing and build anew, using student initiative and creative ability for the labor.

Each year the paper should be reborn, its nature being determined by the staff personnel and the nature of the student interest field to be served. Even from week to week there must be more or less of a rebirth. These changes are at once more apparent if they are changes in make-up. The paper must not be looked upon as a traditional pattern or form into which should be placed each week different stories.



From the first dummy, made on an 8" x 11" ruled trial sheet such as that shown on page 308, the make-up editor makes a large dummy such as the one in Example 249. On this second dummy are later pasted galley and head proofs to guide the printer.

Example 250 below shows the printed page planned in the dummy at the right.

Example 249

# The North Central News

## Band Goes to Wenatchee

106 Boys Leave This Morning To Play for Blossom Festival

The party of the Wenatchee band, which played at the Blossom festival, left for Wenatchee this morning. The band, which is made up of 106 boys, is headed by Mr. J. H. Smith, who is the director of the band. The band will play for the Blossom festival in Wenatchee, which is one of the largest and most important of the annual festivals in the state. The band will play for the festival on Monday, Tuesday, and Wednesday. The band will play for the festival on Monday, Tuesday, and Wednesday. The band will play for the festival on Monday, Tuesday, and Wednesday.

## Students to Edit Daily Chronicle

The high school students of the North Central High School are to edit the Daily Chronicle, a new newspaper which will be published every day. The students will be in charge of the paper, which will be published every day. The students will be in charge of the paper, which will be published every day. The students will be in charge of the paper, which will be published every day.

## Senior Draws Layout of Gym

The senior class of the North Central High School has drawn the layout of the gymnasium. The layout is a plan of the gymnasium, which will be used for the senior class. The layout is a plan of the gymnasium, which will be used for the senior class. The layout is a plan of the gymnasium, which will be used for the senior class.

## Scholarship Offered To Contest Winners

A scholarship of \$100 is being offered to the winner of the contest. The contest is a competition between the students of the North Central High School. The contest is a competition between the students of the North Central High School. The contest is a competition between the students of the North Central High School.

## Mixer Will Honor Princess Candidates

The mixer will honor the princess candidates. The mixer is a social event which will be held at the North Central High School. The mixer is a social event which will be held at the North Central High School. The mixer is a social event which will be held at the North Central High School.

## W. C. & P. Presents

The W. C. & P. presents a new show. The show is a new production by the W. C. & P. The show is a new production by the W. C. & P. The show is a new production by the W. C. & P.

## Vox Presents Mixer Today

School Club Spans Candidates, Proceeds Go to Cancer Relief

The mixer is a social event which will be held at the North Central High School. The mixer is a social event which will be held at the North Central High School. The mixer is a social event which will be held at the North Central High School.

## Costumes Chosen For Spring Pageant

The costumes for the spring pageant have been chosen. The costumes are a new production by the North Central High School. The costumes are a new production by the North Central High School. The costumes are a new production by the North Central High School.

## Two Members

Two members of the North Central High School are to be inducted into the organization. The members are a new production by the North Central High School. The members are a new production by the North Central High School. The members are a new production by the North Central High School.

## HS Library

The high school library is a new production by the North Central High School. The library is a new production by the North Central High School. The library is a new production by the North Central High School.

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Track Meet Today N. C. v. Chicago

269 Seniors To Graduate

Special Day Planned

Chorus, Accompaniment

Camelotians Function

Chorus, Accompaniment

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**Page distinction.** High-school papers, being usually but four pages, demand that the editor determine rather definitely the nature of each. Generally this distinction is: first, news page; second, editorial page; third, feature page; and fourth, sports page. There is a time advantage to this arrangement of third and fourth. The sports page is timelier than the feature page, and for that reason its copy should go to the printer later. Pages two and three are printed together and can go to press ahead of one and four, which are likewise printed together.

It is well today that the school paper be properly proportioned. With the 13-pica column the following page dimensions are accepted as pleasing to the eye, 5 columns—12 x 20 inch page, 6 columns—15 x 22 inch page, and 7 columns—17½ x 24 inch page.

**Page make-up.** High-school newspapers have not taken typography as seriously as they should. No paper should leave its make-up to the printer. The possibilities for creative expression involved, as well as its importance to the paper, demand that the make-up be conceived by staff members. The original conception of a page—the selection and location of headlines, illustrations, ads, and stories—when planned on a sheet distinguishes that sheet as the page layout, or page dummy. Page make-up should be page design, and design demands this preconceived plan be worked out roughly as a dummy. It is suggested that each page editor determine the make-up of his page. If all page editors work in conjunction with the managing editor, harmony of make-up throughout the paper can be assured.

These early drafts, or dummies, of the pages can be worked out on 8" x 11" sheets. See Example 227. Once the page editor has determined his page make-up on such form and has it approved by the managing editor, he transfers it to a similarly ruled dummy just the size of the regular page of the paper. If all trial dummies are approved by one capable staff member, the harmony of the whole is protected. Example 250 shows the printed page that was planned in the dummy of Example 249.

This first dummy serves as an assignment sheet against which the page editor can later check the copy as it comes in. After the galley proofs and the proofs of headlines and ads have come in, he pastes everything on the second dummy in its exact position. He is careful to provide enough space between stories and headlines for dashes. This completed dummy is then turned over to the make-up man, who follows it in making up the page. The absence of friction between the make-up man and the editorial staff is the direct result of carefully worked-out dummies.

# The High School Buzz Hutchinson High School Hutchinson, Kansas

A modern sans-serif type dress, no column rules, mitered corners on the boxes, and artistic placement of stories, heads, and cuts make this front page pleasing to the eye.

Example 251

## Humpty Dumpty Not Bad Egg



### Her Suitors Didn't Suit'er

It was the most popular of the school's social events, the "Suitors' Ball," which was held at the school gymnasium last night. The event was a great success, and the girls who attended were very pleased with the results. The boys who attended were also very pleased, and the event was a great success for the school.

### Q.A.A. Play Day To Be Saturday

The Q.A.A. (Quintessential Athletic Association) play day will be held on Saturday, April 12, at the school gymnasium. The event will be a great success, and the girls who attended were very pleased with the results. The boys who attended were also very pleased, and the event was a great success for the school.

### Music Ratings Are Announced

The music ratings for the school have been announced. The ratings are as follows: First place, Second place, Third place, Fourth place, Fifth place, Sixth place, Seventh place, Eighth place, Ninth place, Tenth place. The ratings are based on the performance of the school's music groups during the recent competition.

## High School Buzz

Vol. XXXVIII—No. 23—Hutchinson, Kansas—Thursday, April 12, 1945

### Eisenhower Will Address Class Of '47

General Dwight D. Eisenhower will address the Class of 1947 at the school gymnasium on Saturday, April 12. The event will be a great success, and the girls who attended were very pleased with the results. The boys who attended were also very pleased, and the event was a great success for the school.

### Former Kansan Chosen To Replace Mr. Gilliland

Mr. J. H. Hinkle, former principal of the school, has been chosen to replace Mr. Gilliland as the principal of the school. Mr. Hinkle has been in the school system for many years and is well known to the students and faculty. The school board has expressed its confidence in Mr. Hinkle's ability to lead the school.

### Things To Come

The school is planning a number of exciting events for the future. These include a school play, a sports day, and a social event. The school board and faculty are working hard to make these events a great success. The students are also very excited about the upcoming events.

### Emporia Tests Entered by 41

Forty-one students from the school have entered the Emporia tests. The tests are a great challenge for the students, and they are all working hard to do well. The school is proud of the students who have entered the tests, and we are sure they will all do very well.

### South America, Take It Away

The school is planning a special event to celebrate the anniversary of the school's founding. The event will be held on Saturday, April 12, at the school gymnasium. The event will be a great success, and the girls who attended were very pleased with the results. The boys who attended were also very pleased, and the event was a great success for the school.

### Box Stories, Picture Sent To K.U. Contest

The school has sent a box of stories and a picture to the K.U. (Kansas University) contest. The box of stories was written by the students, and the picture was taken by the school's photography club. The school is proud of the students who have participated in the contest, and we are sure they will all do very well.

### Bus Staff Members Visit News-Herald

The bus staff members visited the News-Herald newspaper office. The staff members were very interested in the work of the newspaper, and they were also very interested in the work of the bus staff. The newspaper staff was very friendly to the bus staff members, and they were all very pleased with the visit.

### Paper-Cole Certificate Awarded Senior Gift

A paper-cole certificate was awarded to the senior gift. The certificate was awarded to the student who had the highest score on the paper-cole test. The student was very proud of the certificate, and the school is proud of the student who has achieved such a high score.

## THE STUDENT

THE STUDENT'S BEST FOR THE STUDENTS

### Participants in SB Presentation



Students who participated in the presentation of the new student newspaper, The Student, are shown in this photo. From left to right: John Smith, Jane Doe, and the rest of the staff.

### 8B's Offer Entertainment For Underclassmen

The 8B's are offering entertainment for the underclassmen. The entertainment will be held at the school gymnasium on Saturday, April 12. The 8B's are very excited about the event, and they are sure it will be a great success.

### Fresh Class Meets Behind of Last Year

The fresh class met behind of last year. The meeting was held at the school gymnasium on Saturday, April 12. The fresh class was very excited about the meeting, and they were all very pleased with the results.

### At Pan-American Fiesta



Students who participated in the Pan-American Fiesta are shown in this photo. From left to right: John Smith, Jane Doe, and the rest of the staff.

### Wilson Pan-American League Farthers Good Neighbor Policy

The Wilson Pan-American League is farthers good neighbor policy. The league is a great success, and the students are very pleased with the results. The league is a great success for the school, and we are sure it will be a great success for the future.

### SB Pupil's Drawing Mourned by School

The SB pupil's drawing was mourned by the school. The drawing was a great success, and the students are very pleased with the results. The drawing is a great success for the school, and we are sure it will be a great success for the future.

### Cyn Night Observed At Local Y.M.C.A.

Cyn Night was observed at the local Y.M.C.A. The night was a great success, and the students are very pleased with the results. The night is a great success for the school, and we are sure it will be a great success for the future.

### English Class Makes Study Of Pictures



Students who participated in the English class study of pictures are shown in this photo. From left to right: John Smith, Jane Doe, and the rest of the staff.

### Miss White Talks At Staff Meeting

Miss White talked at the staff meeting. The meeting was held at the school gymnasium on Saturday, April 12. Miss White was very interested in the work of the staff, and she was also very interested in the work of the school.

### Miss Mayo Heads Health System

Miss Mayo heads the health system. The health system is a great success, and the students are very pleased with the results. The health system is a great success for the school, and we are sure it will be a great success for the future.

### W.W.H.S. '47-'48 School Leaders



Students who participated in the W.W.H.S. '47-'48 School Leaders are shown in this photo. From left to right: John Smith, Jane Doe, and the rest of the staff.

### Members of Band Entertain

The members of the band entertained. The entertainment was held at the school gymnasium on Saturday, April 12. The band was very excited about the event, and they were all very pleased with the results.

### 5 New Counsel Heads Installed;

Five new counsel heads were installed. The heads were installed at the school gymnasium on Saturday, April 12. The heads are very excited about the event, and they are all very pleased with the results.

### D. E. to Give Thanks Tomorrow to Gym

D. E. will give thanks tomorrow to the gym. The thanks will be given at the school gymnasium on Saturday, April 12. D. E. is very excited about the event, and he is all very pleased with the results.

### Wilson High Mixed Chorus in Concert



Students who participated in the Wilson High Mixed Chorus in Concert are shown in this photo. From left to right: John Smith, Jane Doe, and the rest of the staff.

### School Musicians Present Varied Program; Soloists, Sextet Featured

The school musicians presented a varied program. The program was held at the school gymnasium on Saturday, April 12. The musicians were very excited about the event, and they were all very pleased with the results.

### 'Student' Ranks In Top Honors

The 'Student' ranks in top honors. The ranking was based on the performance of the school's music groups during the recent competition. The 'Student' is a great success for the school, and we are sure it will be a great success for the future.

### Cake Walk Nigger

The cake walk nigger was a great success. The nigger was held at the school gymnasium on Saturday, April 12. The nigger was a great success for the school, and we are sure it will be a great success for the future.

### Students of Band Entertain

The students of the band entertained. The entertainment was held at the school gymnasium on Saturday, April 12. The students were very excited about the event, and they were all very pleased with the results.

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The students of the band entertained. The entertainment was held at the school gymnasium on Saturday, April 12. The students were very excited about the event, and they were all very pleased with the results.

### 's Eye View

The 's Eye View is a great success. The view is based on the performance of the school's music groups during the recent competition. The 's Eye View is a great success for the school, and we are sure it will be a great success for the future.

### Students of Band Entertain

The students of the band entertained. The entertainment was held at the school gymnasium on Saturday, April 12. The students were very excited about the event, and they were all very pleased with the results.

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## The Student Woodrow Wilson High School Portsmouth, Virginia

Note the placement of the four cuts so that they balance. These together with the wise placement of two and three column heads result in a pleasing page.

Example 252



**Training in make-up.** As indicated earlier in the book, few high-school newswriters ever become really proficient in page make-up. In fact, a study of the average daily newspaper outside metropolitan areas indicates that make-up ability is scarce even in the professional field.

However, if a school staff once masters the general principles of page arrangement and the selection of types, this knowledge of making up a page can be passed on indefinitely through a system of page assistants. Under each page editor there should be at least two staff members who work as apprentices. The work of a page editor is so diversified that only through close contact with the job may a newcomer to the staff really appreciate its demands.

It is well that the adviser bear in mind the one weakness of this approach to learning make-up. The natural inclination on the part of the new page editor is to reproduce and thus perpetuate the style that characterized the page when he assisted with it. A conservative paper may consider this desirable.

**Page arrangement.** Good page arrangement demands interesting balance. The usual interpretation of balance is a symmetrical arrangement of stories, headlines, and cuts. Symmetrical balance, unless used only occasionally, is monotonous, and indicates that it was achieved for its own sake.

In contrast to the perfectly balanced page is the focus make-up, which features the right-hand column story if it is used on the first page. Every page should have a center of interest from which the reader's eye can easily and naturally travel to other sections of the page.

Balance doesn't have to be the distracting type that sets down a head for a head and a cut for a cut. For instance, a photograph in the upper left-hand corner of a page can be placed to balance a dark head in the lower right-hand corner. Lights balance lights, and darks balance darks. There must be unity throughout the paper, every headline and every cut bearing a pleasing relation to the whole page, and every page bearing a pleasing relation to the whole paper.

A great contribution to the study of make-up, including page arrangement, was made by John E. Allen, editor of *The Linotype News*. His book, *Newspaper Make-Up*, Harper and Brothers, 1936, is packed full of professional value for the high-school staff that wishes to better the appearance of the paper.

**The front page.** It's the layout of the front page that gives the reader his first impression. That page has been called the show window of the paper. Psychologists, including the late Hugo Münsterberg, have shown that the reader's eye first goes to the left-hand side of the top of a page and then travels directly to the right corner where it hesitates. It has correctly been reasoned that the important story must be placed in that right-hand corner if it is to





receive the focal attention it deserves. It would not arrest attention in the left corner. Once the story in this right corner is absorbed, the eye then either swings easily around the page to other items, or jumps dizzily from one to another, depending upon the effectiveness of the design. Although the one story does hold the center of interest, each other item must maintain its relative importance to the whole. Harmony, not discord, denotes a pleasing page.

There is always the question of how many different stories to place on the front page. It is generally considered in the daily press undesirable to jump stories from page one to an inside page. Since this is because of the inconvenience the reader has in turning to and locating the continuation in the large daily paper, it has but little significance in the four-page school paper.

A few stories naturally need to be long if they are to exhaust their angles. If not jumped, this decreases the number of different stories on the front page, which has also been considered bad. One authority will say to pack as much interest as possible into that page by bringing in as many stories as possible, while another will plead for fewer stories there. A compromise might be to cover the leading stories in a fairly extensive manner and to include in addition a column of short one-paragraph news briefs set in boldface type. This broadens the sphere of interest and still provides adequate coverage of the more significant news items. The adviser for a seven-column school paper once set up a minimum of twenty stories on the front page as a standard.

Every front page should carry some material lighter than the straight news stories. One longer feature and a couple of human-interest stories would ease the page. Cuts should appear at least every other issue. The boxed story and the boxed head are two of a newspaper's best tricks for presenting lighter material and thus adding variety to a page. Boxes should not be placed next to cuts, and their borders should not be ornate. Unruled boxes are also effective. By being indented on each end of the line the story permits this space to serve the same purpose as the rule around the box. Boxed material for a 13-pica column is set 11 picas wide.

The nameplate, the title line of the paper that appears on page one, has a trade-mark value that must be considered when changes in style are suggested. However, this should not keep a paper from replacing a poor nameplate. The nameplate should be of the same family as the main type on the first page, or of a decidedly contrasting type. See Examples 254, 257, 261, and 262.

Most newspapers take advantage of the attractiveness that can be secured in carrying on the first page *ears*—small items, often boxed, set on either side of the nameplate, calling attention to special features, presenting weather information, denoting the edition of the paper or boosting particular features.



A good test of the appearance of the front page is to fold the paper horizontally and to judge separately what is above and what is below the fold. Most of the heavy heads will come above the fold, but the lower section must carry some distinction of its own. To make up a page, one begins at both the bottom and the top.

**The editorial page.** Although page one is called the paper's show window, the other three should be as carefully planned. Each must have a purpose behind it, each must be distinctive.

The editorial matter on this page should dominate it. There is no particular need of ads on this page—they should be confined to the third and fourth. It should have a refinement that marks it as the editorial page, being lighter in appearance than any other. It is common to set the editorial columns wider than the others for effect, with the type 10 point leaded. Leading a column is to widen the distance between the lines of type. Usually in the upper left-hand corner, above the editorials, is the flag, or masthead. However, there are interesting deviations from this position. See Example 258. Its title usually matches in type the nameplate on page one. The flag bears such data about the paper as when issued, by whom, where, subscription rates, and its platform. It also carries the names of the leading staff officers—editor, managing editor, and business manager. Increasing is the practice to exclude the names of all staff members on the grounds that a school paper cannot justify devoting that much space week after week to something that bears no particular reader interest after it is once run.

**The sports page.** The sports page, due to the nature of its content, calls for liveliness of make-up. However, this can be achieved without following a gaudy and cheap style in headress. Action photographs of sports are called for here, as well as a complete coverage of the school sports field with interesting copy.

A number of daily newspapers carry a deep nameplate at the top of the sports page. The school paper should hesitate to follow this practice, so limited is its space for copy. A sports nameplate two inches deep run on a six-column paper robs the page of twelve inches of copy, an equivalent of 500 words. Does the nameplate carry more interest than the 500 words would carry?

**The fourth page.** After considering the front, editorial, and sports pages, we speak of the other page as the "fourth page." However, its location may be either the third or fourth in the paper, depending upon the placement of the sports page. Some papers consider it the feature page, others—the second news page.



# The Ah La Ha Sa Albert Lea High School Albert Lea, Minnesota

An unusual effect has been achieved in this example through type selection and arrangement. Note the use of indented boldface paragraphs.

Example 257

## Class of '47 To Hear Dr. Morris Robinson At Commencement

The twelfth annual class of the Albert Lea High School will hear Dr. Morris Robinson at the commencement exercises, Thursday, June 13, at 8 p. m.

## Students Receive Annual Awards At Honor Program

The annual awards ceremony for the Albert Lea High School was held at the commencement exercises, Thursday, June 13, at 8 p. m. The awards were presented to the students who had achieved the highest grades in their classes during the year.

## Ab La Ha Sa Gets Double Recognition

The Albert Lea High School has received double recognition for its efforts in the field of education. The school has been named one of the best in the state for its achievements in the field of education.

## Looking Ahead

The Albert Lea High School is looking ahead to the future with confidence. The school has a bright future ahead of it and is confident that it will continue to be one of the best in the state.

## Tiger Staff Begins Work

The Tiger Staff of the Albert Lea High School has begun its work. The staff is composed of students who are interested in the school and its activities.

## C-E Editors Promise Tiger for June 4

The C-E Editors of the Albert Lea High School are promising the Tiger for June 4. The editors are confident that they will be able to provide the school with a high quality publication.

## Two Senior Homeroom Teachers Discuss Interests and Hobbies

Two senior homeroom teachers at the Albert Lea High School discussed their interests and hobbies. The teachers are interested in a variety of activities and hobbies.

## 'Number Please?' Chorus Twins

The Chorus Twins of the Albert Lea High School are performing a variety of songs. The twins are talented and have a great voice.

## Class Votes on Seniors 'Most Likely to Succeed,' Chooses Gus Matzorkis and Therese Carrig

The senior class of the Albert Lea High School has voted on the students who are most likely to succeed. The class has chosen Gus Matzorkis and Therese Carrig.

## Lincoln Log

The Lincoln Log is a publication that provides information about the Lincoln High School. The log is a valuable resource for students and faculty.

# The Ah La Ha Sa

Published by the students of Albert Lea High School

Volume XXVVI ALBERT LEA, MINNESOTA, MAY 25, 1957

## Quilts Show Lay First NFSC Prize

The quilts made by the students of the Albert Lea High School have won the first prize in the NFSC competition. The quilts are beautiful and well-made.

## Students Exhibit Artistic Skills

The students of the Albert Lea High School have exhibited their artistic skills in a variety of ways. The students have created beautiful art projects.

## Myrtle Bettner Holds Valedictorian Honors

Myrtle Bettner has been named the valedictorian of the Albert Lea High School. She is a talented student who has achieved many accomplishments.

## Junior Recognition

The junior class of the Albert Lea High School has been recognized for their achievements. The class has made many contributions to the school.

## Looking Ahead

The Albert Lea High School is looking ahead to the future with confidence. The school has a bright future ahead of it and is confident that it will continue to be one of the best in the state.

## Profit By Experience

The students of the Albert Lea High School can profit by experience. The students can learn from their mistakes and become better students.

## Classroom News

The classroom news from the Albert Lea High School includes information about the students' activities and achievements. The news is a valuable resource for students and faculty.

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Page Two

THE LINCOLN LOG



Myrtle Bettner and Therese Carrig

Myrtle Bettner and Therese Carrig

Myrtle Bettner and Therese Carrig

Myrtle Bettner and Therese Carrig

Myrtle Bettner and Therese Carrig

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Myrtle Bettner and Therese Carrig

This page may serve as a "catchall" for the first, if care is not exercised. It must also have its distinguishing qualities, not being similar to page two, as is often the case. The ads should be in attractive relation to the other copy. A common way of arranging ads is to pyramid them to the right. As well as being attractive, the arrangement permits more ads to be run by the side of copy than is the case when they are thrown together at the bottom of the page. It is poor taste to use borders and rules on ads that attract attention to themselves.

It is quite proper for news stories too minor to make page one to be included here if they are sufficiently interesting, and if it agrees with the plan of conducting the page. However, it seems quite appropriate to play up news-features, such as the questionnaire and the investigation type stories. Personal columns, entertaining matter such as puzzles, and other interesting copy should be included.

Many papers have built up reader interest in this page until it is the first turned to by the student. It should have a distinctive headdress. Attractive two- and three-column heads might well announce the lead story—and, by the way, on these inside pages the lead story takes the left-hand corner, since the ads pyramid up the right.

**Type selection.** Confining headdress to one family of type, and setting heads in upper and lower case is an improvement over mixing the type families and setting heads all caps. Gradually the daily press is changing from the all-cap, extra condensed fonts that are so hard to read. Such a family as Garamond, Bodoni, or Cloister, in boldface, lightface, and italics affords ample variety for a pleasing page. This headdress should range from 30 point on down. Three faces, in harmony, to the page should be the maximum.

No headlines should run over four decks. The first deck in the one-column heads at the top of the page may be set in 30 point, or 24 for small papers. Occasionally a two-column head at the top might warrant a 36-point head. To be attractive, headlines do not have to be black or freakish. Type size should be decreased going down the page, with the exception of one or two two-column heads at the bottom of the page that provide balance. Two decks are sufficient for heads other than those at the top of the page.

The high-school paper should make but little use of the streamer, or banner head, restricting it to special events. By the time the paper appears, important school happenings, such as athletic victories, make news too old to merit banner attention. The banner, if used sparingly and with a sense of refinement regarding the type faces, can be made an attractive make-up feature of the page. When it is used, it seems logical for the school paper to feature some coming event—and a previously undeveloped angle of the event at that.



# Talahi Tall Tales

'Amen a Atom Bomb'  
Rory Theater, 8:15

VOL. MCMLXII, NO. 1

STREETSIDE FROM: JUNE 3, 1952

NO. 215 SHAMPOANS

## Present Play To Full House

'Amen a Atom Bomb'  
Rory Theater, 8:15

When the "Amen a Atom Bomb" was first presented at the Kennedy Field, it was a sensation. The play, written by the late John G. Sweeney, was a satire on the atomic bomb and the Cold War. It was a play that was ahead of its time, and it was a play that was a masterpiece of its kind. The play was a success, and it was a play that was a masterpiece of its kind.

The Gang All Here!



Presented at the Kennedy Field

Presented at the Kennedy Field

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## Ernie Bentley Elected United States Prexy

Delaware Dave Langdon in Election; Billy McKen,  
Gary Cooper Debate in Senate; Phil McKen,  
Living Elder Present County Show Filmmaker

Ernie Bentley, president of the United States Prexy, was elected at a convention held in the city of New York. Bentley, a member of the United States Prexy, was elected at a convention held in the city of New York. Bentley, a member of the United States Prexy, was elected at a convention held in the city of New York.

## Mars Trip Breaks Mark

Mon-Spot Flight Lanes  
Five Days Opened  
Claimed as 1,500 Tons

The Mars Trip, a flight to Mars, was a major event in the history of space exploration. The flight was a major event in the history of space exploration. The flight was a major event in the history of space exploration.

## Crow's Horse Wins Last Place

Three-Headed Horse Wins  
Last Place in Race

The Three-Headed Horse, a horse with three heads, won the last place in a race. The horse was a major event in the history of horse racing. The horse was a major event in the history of horse racing.

## Graduates, Winners On Radio Program

Graduates, Winners  
On Radio Program

The graduates and winners of the radio program were featured on a special program. The graduates and winners of the radio program were featured on a special program. The graduates and winners of the radio program were featured on a special program.

## C. Thibault Wins Law Suit

Thibault Wins Law Suit

C. Thibault won a law suit, a major event in the history of law. C. Thibault won a law suit, a major event in the history of law. C. Thibault won a law suit, a major event in the history of law.

## Graduates Hold Class Reunion

Graduates Hold Class Reunion

The graduates held a class reunion, a major event in the history of education. The graduates held a class reunion, a major event in the history of education. The graduates held a class reunion, a major event in the history of education.

## Dress Shop On Lower East Side

Dress Shop On Lower East Side

A dress shop was opened on the Lower East Side, a major event in the history of fashion. A dress shop was opened on the Lower East Side, a major event in the history of fashion. A dress shop was opened on the Lower East Side, a major event in the history of fashion.

## National Highlights...

National Highlights...

National Highlights... a major event in the history of the nation. National Highlights... a major event in the history of the nation. National Highlights... a major event in the history of the nation.

## Rockhead Medical Center to Be Opened So

Rockhead Medical Center to Be Opened So

The Rockhead Medical Center will be opened, a major event in the history of medicine. The Rockhead Medical Center will be opened, a major event in the history of medicine. The Rockhead Medical Center will be opened, a major event in the history of medicine.

## Hospital Roster Boasts Eight North Central High Grad

Hospital Roster Boasts Eight North Central High Grad

The hospital roster boasts eight North Central High graduates, a major event in the history of the hospital. The hospital roster boasts eight North Central High graduates, a major event in the history of the hospital. The hospital roster boasts eight North Central High graduates, a major event in the history of the hospital.

## Tech Life

Tech Life

Tech Life... a major event in the history of technology. Tech Life... a major event in the history of technology. Tech Life... a major event in the history of technology.

## The North Central News North Central High School Spokane, Washington

This page bearing the nameplate Talahi Tall Tales is a unique page from a senior edition. It carries a date line ten years after graduation. The usual class prophecy is replaced by "current" news stories and one cut.

## Example 259

Example 259... a major event in the history of the page. Example 259... a major event in the history of the page. Example 259... a major event in the history of the page.

## Tech Life Page 34

Tech Life Page 34

Tech Life Page 34... a major event in the history of the page. Tech Life Page 34... a major event in the history of the page. Tech Life Page 34... a major event in the history of the page.

## SPORTS PERSONALITY

SPORTS PERSONALITY

Sports Personality... a major event in the history of sports. Sports Personality... a major event in the history of sports. Sports Personality... a major event in the history of sports.

## Tech Faces Eastern Tomorrow After Bowling to Central, 19-0

Tech Faces Eastern Tomorrow

Tech faces Eastern tomorrow after bowling to Central, 19-0. Tech faces Eastern tomorrow after bowling to Central, 19-0. Tech faces Eastern tomorrow after bowling to Central, 19-0.

## SPORTSCRIPT

SPORTSCRIPT

Sportscript... a major event in the history of sports. Sportscript... a major event in the history of sports. Sportscript... a major event in the history of sports.

## Sportettes

Sportettes

Sportettes... a major event in the history of sports. Sportettes... a major event in the history of sports. Sportettes... a major event in the history of sports.

## Flash! Flash!

Flash! Flash!

Flash! Flash!... a major event in the history of the page. Flash! Flash!... a major event in the history of the page. Flash! Flash!... a major event in the history of the page.

Sports pages call for good action photographs. Notice how the ads are placed at the bottom to give this page balance. This page carries three sports columns, of which one, Sportettes, deals exclusively with girls' sports.

## Example 260

Example 260... a major event in the history of the page. Example 260... a major event in the history of the page. Example 260... a major event in the history of the page.

## Baltour Still Bus Hub

Baltour Still Bus Hub

Baltour still bus hub... a major event in the history of the page. Baltour still bus hub... a major event in the history of the page. Baltour still bus hub... a major event in the history of the page.

## LOWE'S COLUMBIA

LOWE'S COLUMBIA

Lowe's Columbia... a major event in the history of the page. Lowe's Columbia... a major event in the history of the page. Lowe's Columbia... a major event in the history of the page.

## "HONKY TONK"

"HONKY TONK"

"Honky Tonk"... a major event in the history of the page. "Honky Tonk"... a major event in the history of the page. "Honky Tonk"... a major event in the history of the page.

For ease of reading, it is well to set the body copy of the paper 8 point on a 10-point slug. Furthermore, this planned leading relieves the page of the tight appearance that comes with setting body matter solid. Eight on nine is also considered good for school papers.

When a printer sets up a column that is some points short of being full, his usual recourse is to drop one-point leads between the first body lines of the story until the space is absorbed. Short news items of from two to five lines in length, ready for use as filler, are a means the school editor has of preventing excessive leading.

**Column rules.** Originally all newspaper pages used column rules, that is, vertical rules between the columns. Those journalists who were a bit more daring started to experiment on the editorial page by omitting the column rules, setting the copy a pica or so narrower and thus using white space between columns for contrast. The trend has spread to all pages and together with some of the more modern type faces achieves some interesting results in make-up. See particularly Examples 254, 261, and 262. Further experimentation in contrast has been carried on by *The Ah La Ha Sa* (see Example 257) by setting some paragraphs in bold face with both a right and left indentation.

**Date lines.** A number of school papers neglect to carry adequate date lines at the top of each page. These lines on pages two, three, and four should give the date, the page, and the name of the paper. This line on the first page carries in addition the volume number, the issue number, the name of the school, and the name of the city, omitting the page number. It is these little details that add professional precision to the paper.

**Art.** Illustrations, either photographs or cartoons, are of great interest in a paper. Photographs should whenever possible show action, and cartoons should be done by the students of the school. The next chapter treats this subject in detail. In the case of cuts, let the overline follow the style of a headline, telling something. Beneath the cut goes the further explanation, including names.

**Concluding notes.** Often a school paper has long lists of names to carry. A most satisfactory treatment is to set them in 6-point type, half a column wide, thus enabling two columns of them to go in the regular column. They appear more readable than if set in paragraph form, regular size.

Stories that are 250 words or longer should be broken by subheads, set in the black face of the body type. These subheads appear every 60 or 70 words.

On the inside pages, instead of breaking stories with subheads, asterisks and even additional white space are effectively used at times. A set-in letter, one extending two or three slugs in height, is attractive when used on two or three stories to open paragraphs.

For the sake of distinction the name of the school paper wherever it appears in a story might well be set in boldface, italics, or caps and small caps.

School editors should always be on the lookout for small make-up distractions. One of these is the appearance of white gaps in a column rule, due to small pieces of rule having been used to complete the whole. Another is the wearing off of cuts or type that are repeatedly run, called common stock, such as the masthead and the nameplate.

The staff should consider the selection of the style of date-line rule, the type for it, the amount of leading between the type and the rule. Allen's *Newspaper Make-Up*, Chapter 8, is helpful in such selection.

The staff must demand care on the part of the printer, whether he be the school printer or an outside printer. Sight down the column rules of the printed page to see if they are straight, look for broken letters, see if the rules on the boxes fit neatly at the corners, and check the whole paper for even distribution of ink.

Occasionally, color can be used to advantage. The Christmas issue of the paper in a few scattered schools is run in two colors, green and red, black and red, or black and green. The heightened effect is well worth the additional cost. The first page of one Christmas issue had a tree printed in a green light enough to permit the black type to show up when printed over it.

**The streamlined paper.** What was at first called streamlining in make-up has now become so common that it is almost the rule rather than the exception. Essentially, the term streamlining has applied to "trying something new" in the way of make-up.

Some of the common features of streamlining are (1) a decidedly different make-up, (2) the use of sans-serif type, (3) the use of no-count heads, (4) running cuts or boxes up above the nameplate, thus shortening the nameplate and the top-of-the-page make-up to fewer columns, (5) the use of one or more heavy column rules to break the page into distinct areas, and (6) a disregard for certain standard rules of typographical make-up.

Streamlining might be considered as an attempt to modernize a previously conservative typographical arrangement. It demands a real study of type and make-up, and as always—good taste. See examples 261 and 262.

Sources of help for the school paper that wishes to improve its make-up along modern lines might be:

- (1) *Editor and Publisher*, 1700 Times Building, New York City.
- (2) *The Linotype News*, 29 Ryerson Street, Brooklyn, N. Y.
- (3) Metropolitan streamlined newspapers.
- (4) The national student press associations treated in Chapter 27.





## THE POLARIS

Vol. 12, No. 13 NORTH HIGH SCHOOL, MINNEAPOLIS, MINN. Friday, October 13, 1934

### North Faculty Adds Eighteen; Loses Eight Former Members

The North Faculty Association has elected its new officers and members for the coming year. The association, which represents the teachers of the North High School, has a total of twenty-eight members. Eighteen new members have been elected, and eight former members have been re-elected.

### Mr. Bank's Wish Comes True To Return Home to North

Honor Society Elects Officers

The North High School Honor Society has elected its officers for the coming year. The officers are: President, Mr. Bank; Vice President, Mr. Smith; Secretary, Mr. Jones; and Treasurer, Mr. Brown.



Mr. Bank

**Editor Roger Agnew**  
Editorial: The North High School Honor Society has elected its officers for the coming year. The officers are: President, Mr. Bank; Vice President, Mr. Smith; Secretary, Mr. Jones; and Treasurer, Mr. Brown.



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### Call of Education Lures 140 Vets

A call of education has lured 140 veterans to the North High School. The veterans, who are members of the North High School Veterans Association, have been invited to attend a meeting at the school.

### Hi Y Boys Spark Gun Chest Drive

The Hi Y Boys have started a gun chest drive at the North High School. The drive is to collect guns for the North High School Gun Chest.

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## CENTRAL HIGH NEWS

### Central Will Graduate 155 at Exercises Tonight

The Central High School will graduate 155 students at exercises tonight. The exercises will be held at the Central High School.



### Red Cross Recovers Thanks for Gift Boxes

The Red Cross has recovered the thanks for gift boxes. The gift boxes were sent to the Red Cross.

### Students Take Analysis Test

The students have taken an analysis test. The test was given by the Central High School.

### Honor Society Inducts Members

The Honor Society has inducted new members. The new members are: Mr. Smith, Mr. Jones, and Mr. Brown.

### Engagement 'Charley's Aunt'

The engagement of 'Charley's Aunt' has been announced. The engagement is to be held at the Central High School.

**Engagement 'Charley's Aunt'**  
The engagement of 'Charley's Aunt' has been announced. The engagement is to be held at the Central High School.

## West High Times

## West to Observe First Dad's Day, October 23

### Elections Held, Council Business Gets Under Way

Elections were held at the West High School. The council business has gotten under way.

### Annual Tradition Play Important Part at West

The annual tradition play is an important part of the West High School. The play is to be held at the West High School.

### Poli Reveals Few Future Politicians

Poli has revealed few future politicians. The politicians are: Mr. Smith, Mr. Jones, and Mr. Brown.

### Red Cross Packs Christmas Boxes

The Red Cross has packed Christmas boxes. The boxes are to be sent to the Red Cross.

### West, A City Within A City

West is a city within a city. The city is the West High School.

### 'Times' and Help Recieve Awards

'Times' and Help have received awards. The awards are for the West High School.

## Edison Record

### 'The Fighting Littles' to Be Presented by 12A's Tomorrow

'The Fighting Littles' will be presented by 12A's tomorrow. The presentation is to be held at the Edison Record.

### Homecoming Balloons Found!

Homecoming balloons have been found. The balloons are at the Edison Record.



### Rap-Wax Race To Start Again

The Rap-Wax race is to start again. The race is to be held at the Edison Record.

### College Scholarships Offered to Students

College scholarships are offered to students. The scholarships are from the Edison Record.

### Legion Prize Is \$4000

A Legion prize of \$4000 is offered. The prize is for the Edison Record.

## ROYALTY TO SHOW OFF TONIGHT



## Vocational Crier

The Vocational Crier is a publication for vocational students. The publication is from the Vocational Crier.

### School Congresses Asked For Traditions

School congresses are asked for traditions. The traditions are for the Vocational Crier.

### Coverage Wins T.B. Award For Crier

Coverage has won a T.B. award for the Crier. The award is for the Vocational Crier.

### High Newspapers Hold Clinic for H.S. Members

High newspapers hold a clinic for H.S. members. The clinic is for the Vocational Crier.

The Polaris, North High School  
Central High News, Central High School  
West High Times, West High School  
Edison Record, Edison High School  
Vocational Crier, Vocational High School

The ten papers on these two pages are published by ten different high schools in Minneapolis, Minnesota. Can you see make-up similarities and differences? All are five-column and tabloid size.





**The tabloid.** Too frequently the word *tabloid* is associated with the word *sensational* in the journalism field. The term really comes from the smaller page dimensions of the tabloid paper, the misconception being due to the fact that some of the first tabloids in the daily field did lean toward a sensational treatment of news. The five-column paper is the typical tabloid size. The school paper of this size adapts itself readily to streamlining. When thinking of enlarging the school paper, staffs at one time invariably looked to a seven or eight-column paper as their goal. The more recent trend has been to "go tabloid" with growth being in the number of pages rather than in the dimensions of the present four pages. The five-column paper at the present time outnumbers papers of any other size. The ten papers shown in Examples 261 and 262 represent ten different schools in Minneapolis, Minnesota, and are all tabloid size. Other five-column papers appear in earlier examples in this chapter.

## WORK SHEET NUMBER 24

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*Step 1:* Read Chapter 24 on "Page Make-up" and consult any other available references in your library.

*Step 2:* Prepare a list of terms used in page layout and make-up work. Consider such words as balance, contrast, etc.

*Step 3:* Secure copies of all of the issues of your school paper so far this semester. Study their front pages carefully and rank them in the order of excellence of make-up. Give the one with the poorest make-up a rank of "1," the next poorest, "2," and so on.

*Step 4: Group Activity.* Using the blackboard find the average rank that has been given to a particular issue by the class as a whole. To do this, take the first issue, for example, and add all of the ranks that have been assigned to it and divide by the number of students. Arrange the papers in the order of average rank. Examine the best two and the poorest two and list differences in make-up.

*Step 5:* Repeat Steps 3 and 4 for the editorial page.

*Step 6:* Repeat Steps 3 and 4 for the sports page.

*Step 7:* Repeat Steps 3 and 4 for the other page.

*Step 8:* Using the front page from a recent issue of your own paper, cut the various stories apart. Make a new dummy by pasting these on page size sheets of paper. Be prepared to tell why your layout is better than the original.

*Step 9:* Go through the exchanges which your paper receives. Select the best example of page one make-up you can find. Prepare a report on why it is best.

## 25. Using Pictures to Tell the Story

### NEWSPAPER ART

IN THE newspaper world the term "art" is used universally to refer to all pictures and illustrations of any kind that are to appear in the paper. The engraving made from the picture and even the picture that is printed from the engraving are known as *cuts*.

Newspaper art has established itself as indispensable to reader interest, and the high-school newspaper that appears without at least one cut is an oddity. It is not the purpose of this discussion to attempt to exhaust the subject of the use of illustrations in school newspapers, but rather to review common practices—and some not so common, and to reveal further possibilities.

**Types of newspaper art.** The three common classes of school-newspaper art are photographs, cartoons, and linoleum cuts. The photograph calls for a cut known as the half tone, the pen-and-ink cartoon for a line-cut, while the artist who works with linoleum produces his own cut.

### STUDENT PHOTOGRAPHS

There was a time not so many years ago when the school paper that was enterprising enough to use photographs turned to commercial firms for such work, but today the prevalence of amateur photographers among the students in a typical high school means student art work to accompany student editorial work. This is as it should be. Many papers now list a staff photographer in their flag and give him credit lines under his pictures. See Example 264.

It is common for a school paper, especially in the case of sports coverage, to borrow cuts that have already appeared in the city newspapers. A courtesy credit line does honor to the donor. Although a cheap way to get illustrations for the paper, the practice can rank only a poor second to that of creating new stuff that has never before appeared. A number of school papers own cameras and have darkrooms that are adequate for all developing and printing purposes. It is possible for the staff photographer to pay practically all of his



Courtesy of *Quill and Scroll*

*Benson High News*  
Benson High School  
Omaha, Nebraska

Example 263

current expenses from profits received from selling prints to members of various clubs and other organizations which are used as subjects.

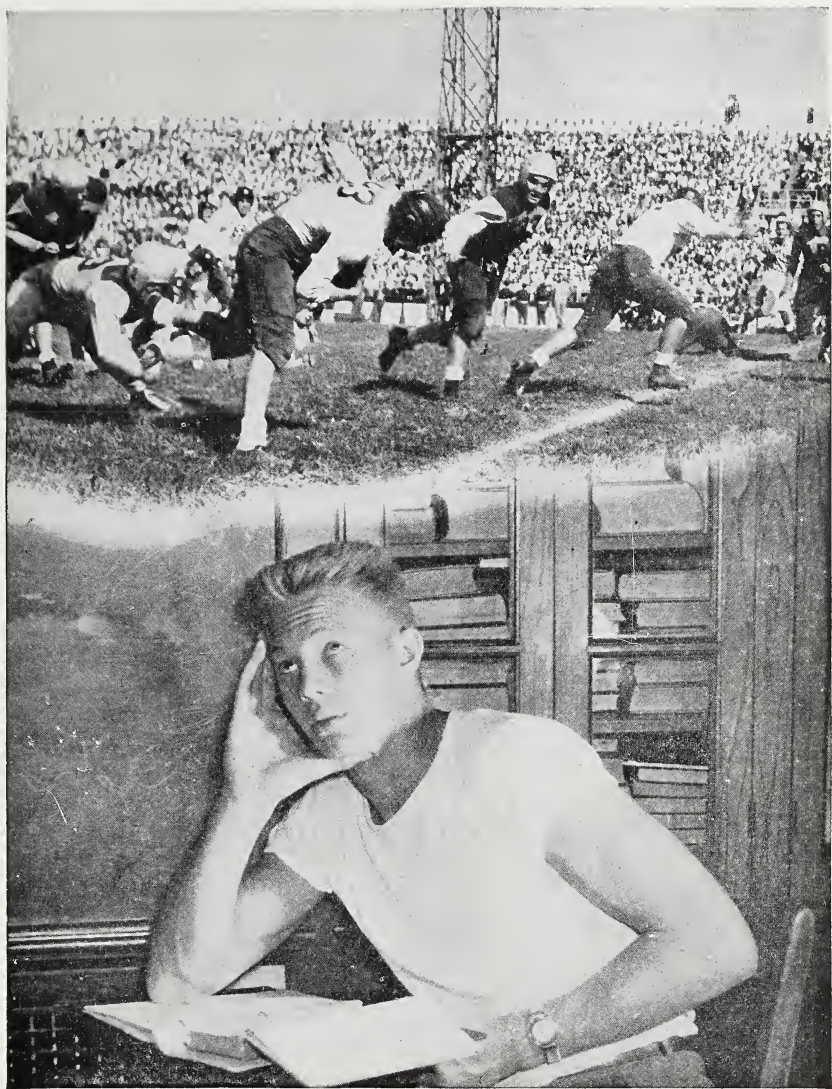
It is well for school papers to investigate the savings that can be made in the cost of art work through the offset process of printing, a process that eliminates engravings and prints the picture from a rubber-covered roller onto the paper. It is well for a newswriting class to visit an engraving plant, for only through firsthand observation can one appreciate these various processes. Some papers use offset entirely, others just for occasional picture supplements.

**Selecting the subject.** For the purpose of reproduction in the school paper, there are a few fundamental principles that should be followed by the staff photographer. First, subjects which show action have much more appeal than the formally posed subject. For example, a picture of a school dignitary being interviewed by a staff member is much more effective than a picture of that person alone. With a little practice and thought the photographer can work action into his still shots and materially brighten his work.

A second suggestion is not to attempt to include too much in a photograph that is representing an activity in which there are many students. If the interest is in the activity, and it is not necessary to take the picture of all the members, then the photographer has an advantage. He then uses a few students, placing them informally in the proper setting to denote the activity.

Naturally there are times when the entire group must be taken, and here the general rule is to sacrifice the bodies for the sake of facial features. The





This picture, used to illustrate the football season, took up four columns on the front page of a seven-column paper. It represents the work of student Bob Carr, whose name appeared under the cut, in *The Cooley Cardinal* of Detroit. Note the extra touch given the picture by its creator. This paper listed an art staff of ten with a photographic editor as head of the staff.

Example 264

photographer arranges as many as thirty or forty in three or four tiers, perhaps on the school steps, and then aims high. Large groups usually must look more formal than small groups. In the case of four class officers, the picture can show an informal arrangement. Example 263 shows how quite a large number of students were handled informally in the natural setting of the activity to be treated in the story.

The fourth principle that the staff photographer should keep in mind is that of securing, in the portrait type of picture, a contrast between his subject and the background. A neutral or mottled background is usually superior to a light background in affording proper contrast to the picture.

**Developing and printing.** By doing his own developing and printing, the staff photographer can save many times the cost of commercial photography or even commercial finishing. However, he should discuss his prints with his engraver whenever possible and should learn to distinguish those prints that reproduce well from those that do not. Engravers frequently complain that the most common fault of photographers, both commercial and amateur, in preparing prints for reproduction in newspapers is that they overexpose them.

## CARTOONS AND COMIC STRIPS

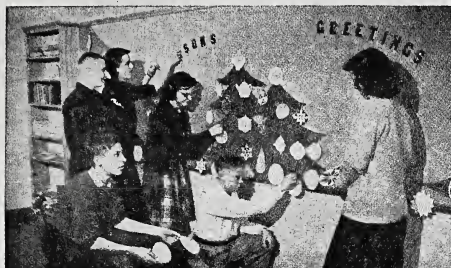
The school newspaper should be an outlet for student art as well as student composition, and in many instances it is. However, the authors in their contacts with hundreds of high-school papers have found but little evidence of an appreciation of the place of student art in the paper. The photograph appears ten times as often as the cartoon, the latter being so often limited to the cut that heads a student column. Even comic strips, the daily diet of the youth of America, are sometimes entirely overlooked as a medium of expression.

**Equipment.** The student artist who wishes to draw cartoons for the school paper needs very little equipment, but it must be properly selected. The creator of one comic strip that ran regularly in a high-school paper managed very well with this equipment: drawing board, T-square, Columbia 3-ply Bristol board which comes in sheets 22" x 28", a Gillott pen number 303, a ruling pen, a number 2 camel's-hair brush, a piece of art gum, a number 2 pencil, and a bottle of India ink.

The cartoon strip is quite popular with student newspapers, and comes and goes in a particular school as talented students come and go. The characters are usually cast as typical students in typical affairs of the school. As revealed in the examples reproduced here, these strips are usually drawn with pen and ink, with brush work limited to filling in the solids.



# Photographers Capture W. H. S. Christmas Highlights



Members of Miss Mildred Bray's class shown decorating their mathematical Christmas tree are from left to right: Harvey Giesen, Bob Johnson, Belva Javert (seated), Dick Schultz, Merle Sampson, and Elizabeth Dettling.



Honor Society members decorating the tree are, trading clockwise: Bob Edmondson, Mary Hoffmeyer, Laurie Bliese, Elizabeth Herr, Joan Schultz, and John Lauring.



A Cappella choristers pictured singing carols are from left to right: Elizabeth Thompson, Harold Rurslin, Howard Dubois, Jack White, Bob Wessat, and Belores Larson.



"Take off that coat," screams Betty Magnuson to Art Mayo in the annual Christmas play. Other cast members are: Dick Graf, Velma Taylor and Joan Mundschau.

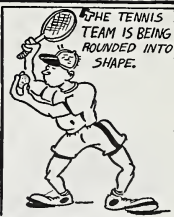
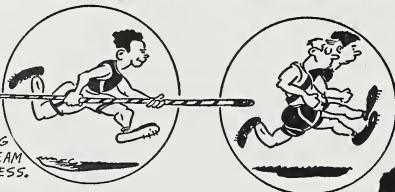


"Huckle Bohn" along members of the Star staff as they ride through the snow. From left to right: Editor, Ann Rowlands, Dain Kaelen, Mary Lee Saubert, Betty Lou Morgan, Mr. Munger, Carl Schill, Jo Christensen, Nancy Brink, and Jane Bours.

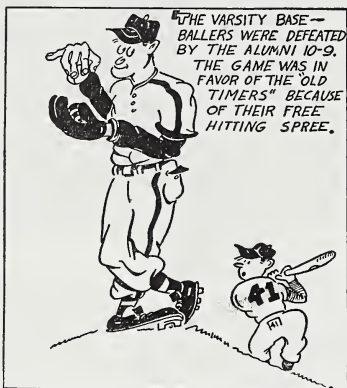
The occasionally used trick of combining photography and drawing is shown in this back page of a Christmas issue of *The Cardinal Star*, Waukesha High School, Waukesha, Wisconsin.

## SPORT SHORTS

INTRA-SQUAD MEETS HAVE BEEN HELPING THE TRACK TEAM INTO FITNESS.



THE TENNIS TEAM IS BEING ROUNDED INTO SHAPE.

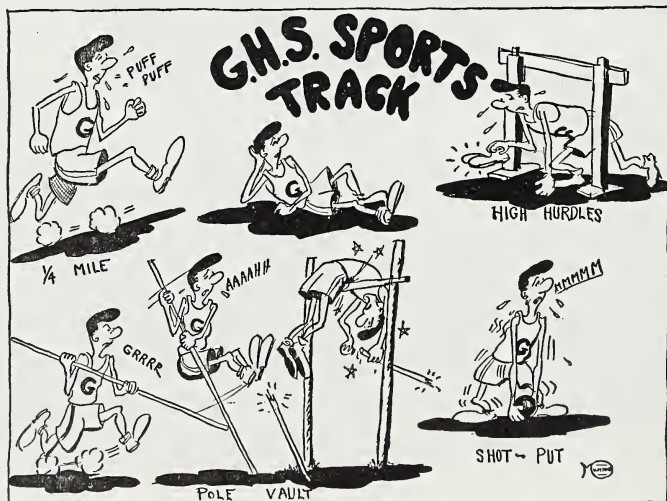


THE VARSITY BASE-BALLERS WERE DEFEATED BY THE ALUMNI 10-9. THE GAME WAS IN FAVOR OF THE 'OLD TIMERS' BECAUSE OF THEIR FREE HITTING SPREE.



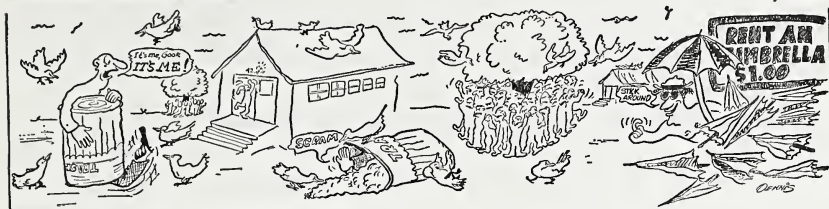
COACH FRANCIS HAS BEEN APPOINTED HEAD FOOTBALL MENTOR. LET'S HOPE HE HAS A PROSPEROUS SEASON.

Example 266



Example 267

Art work such as these two examples from the *Broadcast*, Modesto High School, Modesto, California (above) and the *Clivedon Clipper* of Germantown High School in Philadelphia (below) add life to a sports page.



Cat's Purr  
Jordan High School  
Long Beach, California

Example 268



Miami Jackson Globe  
Jackson High School  
Miami, Florida

Example 269



The Outpost  
Redford High School  
Detroit, Michigan

Example 270



Here are some more examples of students' pen-and-ink work that alert school newspapers are using throughout the country. Notice that an engraving screen was used for the sweaters in Example 271.

The Evanstonian  
Evanston Township High School  
Evanston, Illinois

Example 271



Also commonly found in the school paper is the feature cartoon, usually a two-column cut. At times it stands alone in meaning (Example 267), but often it is used as illustration for a story (Examples 106 and 271). Pen, brush, engraving screen, and greased crayon are used.

Good lettering does much to improve average drawing. The careful cartoonist pencils in carefully his picture before he begins to ink it, and provides in pencil parallel lines to guide him in his lettering. After the ink is dry the pencil is erased with art gum. Practically all art work in student publications grows out of the life of the school and thus returns to enrich it. Example 265, a photography and drawing combination, is a trick sometimes used.

### LINOLEUM CUTS

**Inexpensive form of art.** Linoleum cuts are one of the most popular forms of art used in school papers, partially because of their inexpensive nature. Linoleum already mounted for the purpose may be secured from almost any art supply house. In the event that the staff artist does not have access to such a store, he may secure some scraps of battleship linoleum from a dealer and mount them himself. When mounted on the block, the linoleum must make a cut just type high, ready for use in a printing press.



The striking effect of large areas of black and white that the linoleum cut produces can do much to make an otherwise lifeless page sparkle. The linoleum cut shown here was used just before the game with an important rival.

*The Argentinian*  
Argentine High School  
Kansas City, Kansas

*Example 272*

The cutting is done with a few sharp tools provided by art supply houses for the purpose. The picture is first drawn on the linoleum surface, or is transferred to it from a drawing, and is then cut out. The lines to be printed are left intact, raised, and all the rest is cut away. Because of the pressure in printing, the lines must be well supported. The effect is naturally bold in comparison with the pen-and-ink work of the usual cartoon strips. Example 272 appeared as a two-column cut.

**Photoengraving.** While linoleum blocks generally pass from the artist directly to the printer, this is not the case when halftones or line drawings are used. These must pass through the engraver. There is much to be learned by the young artist who must prepare work for processing. Chapter 24 treats many of the problems he will encounter working with photoengraving.

## WORK SHEET NUMBER 25

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*Step 1:* Read Chapter 25 dealing with newspaper art and consult additional references in the library.

*Step 2: Group activity.* Spend a class period in examining the morgue of the school newspaper. (1) What system is used in filing the cuts that have been previously used in the paper? (2) Distinguish between half tones, line-cuts, and other types of cuts. (3) Can the class develop a better system for classifying and filing these materials in the morgue?

*Step 3: Group activity.* Spend a class period taking an inventory of the art work that has appeared in the school paper since this date last year. Suggestions for carrying on this activity:

1. Divide the work by groups.
2. Determine total column inches of art.
3. Determine distribution among types of cuts.
4. Determine costs of the inclusion of this art work.

*Step 4: Group activity.* Examine the exchange papers that the school receives to check the nature and amount of the art work. Examine daily newspapers for same.

*Step 5:* Write a short statement of the policy of the school paper in respect to art. Make a half dozen suggestions for improvement, being practical about costs.

*Step 6:* If the paper can afford one cartoon each issue, should it be a comic strip? If not, propose the nature of it.

*Step 7:* With a ruler and pencil, demonstrate to the class group an understanding of the principle of reducing a photograph or a cartoon to scale, for reproduction.

*Step 8:* Is there any way to get more art in the advertisements that the paper carries? It improves the general appearance of the paper.

*Step 9:* Prepare a rough layout for page one of the paper, indicating the placement of cuts that would help the page.

*Step 10:* Prepare such a layout for one other page of the paper.



## 26. Reporting School News to the Daily Press

### THE NEWS BUREAU

#### CONSIDER these facts:

1. School names and school events are news for the daily newspaper as well as for the school paper, providing these events are reported when fresh.
2. Such items in the local papers are publicity for the schools, serving to build public confidence.
3. City newspapers can't send reporters out to the school for these items every day.

A regular part of the organization of the staff of the high-school newspaper should be a news bureau, sometimes called publicity bureau. The duty of this bureau would be to keep the local papers constantly informed of the events taking place in the school that are worthy of attention in these papers. Heading such a bureau would be a student director with a news sense similar to that needed by the news editor of the school paper. Working under him would be a reporter for each local paper.

Setting up such a bureau means that the director of it must first contact all the local papers to explain to them the purpose of the service and the proposed machinery. He secures from each paper the name of the reporter to whom school news should be sent or telephoned. He in turn sees that reporter and arranges a time for calling him each day.

Under this director is a school reporter for each paper. It is his task to call the paper daily at the appointed time, giving the school news to the designated party. It is the director's task to collect each day the school items he feels would be of interest to the community at large, for this reader interest is the basis on which the local press will accept such news.

Each reporter of the bureau has been provided with a post-office box in the school-newspaper office. The director places a copy of the items in each box where they are collected by the respective reporters and relayed to the papers. These calls will naturally be staggered through the day, the evening

papers wanting their items in the morning, the morning papers wanting theirs in the afternoon.

If the director is the hustler that he should be, the amount of copy will require a typist. She makes copies of the original for each of the reporters. The director must be wide-awake and have a good sense of news. He naturally follows the school calendar and immediately covers such events as assemblies and elections. However, he may co-operate with the regular news staff of the school paper in securing items of interest.

A matter of policy is here involved. Does it detract from the interest of the school weekly if these items break first in the local papers? Generally, no; these items are more or less routine news that most students know at the time they are happening and thus there is no reason to hold them for the school paper. However, there are events that can be withheld from the general student body until the school weekly comes out. In such cases the policy should be determined by the editorial board of the paper, a member of which no doubt will be the bureau director.

Now and then the bureau will have for the local papers material such as a long list of names, material that is awkward for telephone handling. Provision should be made to rush such items to the papers by messenger.

The problem of giving the same items to both the morning and the evening papers arises. In the smaller communities there is often a keen rivalry bordering on jealousy among the two or three papers. If the morning papers refuse to publish the items that have appeared in print the evening before, the director of the bureau has the problem of trying to divide the news so that all the papers secure fresh material. This procedure should come as a last resort. This possible problem alone emphasizes the necessity of selecting just the right student director for this publicity bureau.

At times the bureau may be justified in requesting the local paper to send out a reporter for direct coverage—an important assembly or a proposed interview with some school official, for instance. Of course the bureau will seldom have to consider school athletics in its service. Such coverage is usually the one coverage that is assured by the daily press. Perhaps second-team games and intramural programs will need to be handled through the bureau.

The school reporter who makes the telephone call to the paper must be persistent. If his man is not in at the designated time—and such reporters have a way of not being—he must continue to call at intervals, and as the deadline approaches he should in the case of important news ask the city editor to connect him with a rewrite man. School news usually means more to the school than to the paper that publishes it.



# Bischmann, Injured Player, May Say 'Merry Christmas'

It looked for a while like a gloomy Christmas for Bill Bischmann, Central High School lineman.

Bill received a fractured skull in Central's game with Princeton last October, and spent a long time in the hospital.

Bill really couldn't afford to get a fractured skull, for his mother is a widow, and she thought she was doing well to send her boy to school.

And hospital bills piled up. It wasn't that Bill didn't want to do something about it, but it was the fact that he couldn't that caused the worry.

But matters are clearing now, and it looks as if Bill Bischmann can say "Merry Christmas" and mean it, even if he still is forced to be in bed.

For Bill is on the road to recovery. So much so that he was taken to his home on First Avenue from the hospital this week. That means Christmas at home. And he may be up in a couple of weeks.

On top of that the girl seniors at Central will seek to make Bill's Christmas a perfect one this coming Monday with a collection from the entire school to raise funds to meet the hospital bill.

Pupils, teachers, and parents all can help the fund if they wish.

"I guess Central figures that if Bill was hurt playing for Central, Central should do something about it," Principal Carl Shrode said yesterday. "The girls are making no demands, and if some of the boys and girls feel like

doing without a couple of soft drinks and a picture show to help pay the expenses of hospitalization, that is up to them."

The Student Help fund paid the heavy first week expenses at the hospital, but the school couldn't dig into that very long, for there are plenty of other needs at Central.

But Bill's injury is of special importance to Central, for few athletes are ever so seriously injured.

That's why the girls are doing something about it.

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## Central Students Help Grid Players

Students poured nickels, dimes, and quarters into football helmets placed on the stage in the Central High School auditorium yesterday. All told they amounted to \$150 which was used to help pay the hospital bill of Bill Bischmann, injured Bear football player.

Young Bischmann returned to his home last Thursday after spending six weeks in Welborn-Walker Hospital recuperating from a skull fracture suffered in the Central-Princeton football game.

When it was learned that school rules allowed the athletic department to pay only one week of the bill, girl students started a drive for additional aid.

Bischmann is the son of Mrs. Grace Bischmann, 509 First Avenue.

These two stories from the *Evansville Courier* were covered by a student reporter of the *Centralian* of Central High School in Evansville, Indiana. This is a part of the regular service of that school paper's news bureau.

*Example 274*



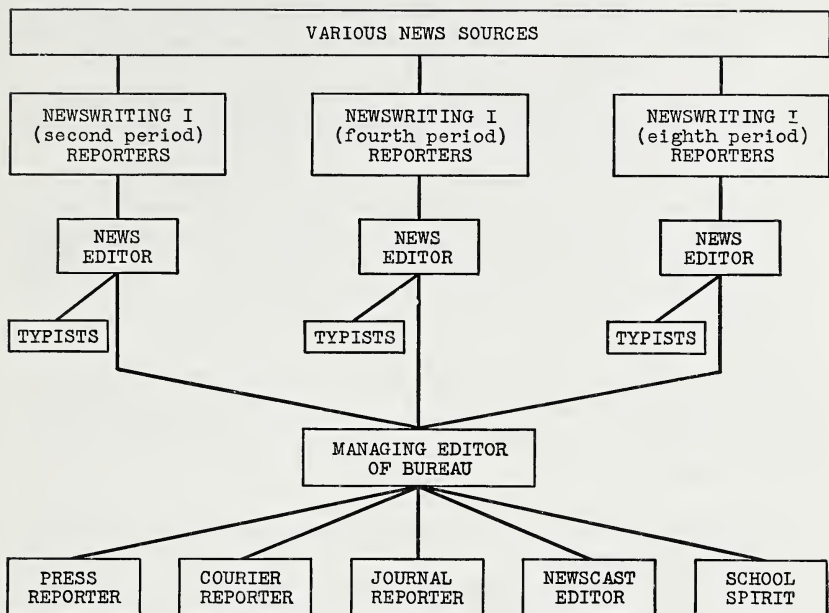
Occasionally, there are events happening in the school that are better unreported. These undesirable events happen in the best regulated families. When a newspaper hears of them and asks for the details it is best to give them as they are. Otherwise the paper will secure them through a less reliable source which might result in publicity still more unfavorable. The bureau must be on the alert for the questioning daily reporter who has a thread of such a story and wants the account. Here again is a matter of policy that should be referred directly to the adviser. The expelling of a star athlete, scandal connected with cribbing on an examination involving a number of scholarship students, the student theft of some books, an arm broken in gym class rough-house when the teacher was out—all are examples of this sort of publicity. Often a truthful statement from the principal will throw a more favorable light on the story for print. A school system that goes in for publicity—and certainly they are all obliged to keep the public informed—should see it as a give-and-take proposition. The daily press demands fair treatment and should give it in return. Nothing will kill the respect the daily has for such a bureau sooner than the habit of coloring all reports to favor the school.

One more service is open to the bureau; that of preparing longer features for publication in the Sunday papers. At times the papers will want merely the tip for such a story, following up this lead with their own service. Usually they appreciate the completed story, ready for publication. Examples of such features are:

1. The functions and machinery of the school paper. A reproduction of the first page of the paper could be used as art.
2. A picture of all the graduates who are going to college next fall. The story gives details.
3. A list of all the scholarships to colleges won by members of the graduating class; picture and details.

Usually the daily paper will send its own photographer to take such pictures. Otherwise the school should handle it through an activities fund. The time should come when the critical services now provided by high-school press associations will be widened to include an evaluation of the high-school publicity bureau.

**A typical news bureau.** On the next page is the description of one bureau, these details first appearing as a six-page mimeographed bulletin issued to all in the particular school who were concerned with the program. The importance of designating all responsibilities and preparing special forms for the bureau's work is indicated in this organization.



Example 275

## THE HIGH SCHOOL NEWS BUREAU

**What it is.** The Bosse High School News Bureau is a news-gathering agency composed of approximately one hundred newswriting students organized for the purpose of covering the school news in order that the public may be kept informed regarding the activities of the school.

### *How It Works*

**The news sources.** Practically all news sources in the high school and the grade schools in the Bosse district have been arranged into beats. Members of the newswriting classes have been assigned to the various beats.

**The news reporter.** The reporter is the most important part of the organization because upon him falls the responsibility of actually collecting and writing news. The reporter should train himself to be courteous, to be accurate, and to be prompt. The following points should be a guide to him in his news bureau work:

1. He should *not* approach his news source with the question, "Is there any news today?" Instead, he should assume that there is *some* news and frame his ques-

tions accordingly. For example, he might begin, "Mr. Buck, what are your American Problems classes studying now?" or "Bill, what are the plans for the Pep Club meeting next Monday?"

2. If a part of the reporter's beat seems rather fruitless as a source of news he should not give up. The day that he fails to call might be the very time when a valuable story might turn up.
3. The more familiar the reporter is with his news sources, the more apt he is to uncover news which might not be so obvious on the surface.
4. The reporter should prepare his copy according to the accepted newspaper standards. Each story should be placed on a separate sheet of copy paper with the name of the reporter in the upper left corner.
5. He reports to his news editor every day, whether he has a story or not.

**The news editor.** While the reporter is responsible for the collection of news, the editor is an important cog in the machine because upon him falls the responsibility of seeing that the copy is properly prepared. His duties are outlined below:

1. He edits the copy as it comes from his reporters and rewrites stories that he believes are poorly done.
2. When a question of fact arises, he verifies the story.
3. He reports to the journalism adviser any reporter who is negligent in his duties or slovenly in his work.
4. He watches for duplications in news from the various sources.
5. When he has copyread his stories, he turns them over to his typists.
6. When the typist has finished, he proofreads the story with an assistant to make certain that it is ready for publication.
7. He keeps a record of the regularity with which his reporters carry out their duties.

**The typist.** Extreme accuracy in the preparation of copy would mean little if the typing of the story were poorly done. The typist should be governed by the following points:

1. She should make one original and four carbon copies of each story, placing only one story on each sheet.
2. She should exercise the greatest accuracy in typing names and addresses.
3. She should turn the prepared copy together with the original over to the news editor.

**The managing editor of the bureau.** The managing editor is the titular head of the bureau. All copy goes through him before being released. He examines the copy for glaring errors and makes certain that duplicate stories

# BOSSE HIGH SCHOOL NEWS BUREAU

## TEACHER INFORMATION

Name .....

(Make certain that you have the spelling correct and that you know how the individual wishes his or her name to appear in print.)

Schedule:

PERIOD	SUBJECT	ROOM	REMARKS
1			
2			
3			
4			
5			
6			
7			
8			
9			

On what faculty or other committees does this teacher serve?

.....  
 .....

In what extra-curricular activities is this teacher interested?

.....

At what time each day would this teacher prefer that you call for news?

.....

Remarks: .....

*Example 276*



are not released. He sees that copies of the releases reach the following people:

- 1. The managing editor of *The School Spirit*.
- 2. The editor of the school news radio broadcast.
- 3. The student reporter of *The Evansville Press*.
- 4. The student reporter of *The Evansville Courier*.
- 5. The student reporter of *The Evansville Journal*.

Example 276 shows the form used by the news bureau for keeping information about teachers handy. A similar form is kept up to date on each club or organization within the school.

○  
NEWS SYSTEM

Subject of story .....  
.....  
Source .....  
Reporter .....  
Date .....

STUDENT AND  
TEACHERS:

Anyone wishing to inform  
the School Spirit of stories to  
be printed in the paper, will  
please fill out above, and send  
to School Spirit office.

A reporter will be sent.

Example 277

**Results.** The bureau has not been organized solely for the purpose of collecting the most obvious news; that will be collected anyway. It is expected that the bureau will provide the publications with much material that would not otherwise find its way into print or over the air. The fidelity with which members of the newswriting classes perform their duties in connection with the bureau will help to determine whether or not they are worthy of placement on *The School Spirit* staff.

Reproduced at the left is a 3 x 5 inch card, copies of which are available in the office and in other convenient locations where they may easily be obtained by students and teachers.

WORK SHEET NUMBER 26

- Step 1: Read Chapter 26 on "The News Bureau."
- Step 2: Prepare a report on the advantages and disadvantages of a news bureau in your own school.
- Step 3: Draw up plans for such a news bureau.

# 27. National Leadership in Student Journalism

## PRESS ASSOCIATIONS

AN HONEST survey of the student journalistic movement in America must place in the vanguard the three national press organizations—the Columbia Scholastic Press Association, the National Scholastic Press Association, and Quill and Scroll, with headquarters respectively at Columbia, Minnesota, and Northwestern universities.

Armed with three press magazines that are subscribed to by 20,000 and read by perhaps another 200,000 student reporters, buttressed with two active national associations of newswriting teachers, and supported annually by well over 5,000 member schools, these three overlapping organizations stand as a continuous influence for better student journalism. They have served in this capacity for years, and much of the constant progress of the school press has been due to their influence. In fact, the movement could not be conceived without them.

Beginning on a modest scale, their offices have expanded with the phenomenal expansion of student publications. Their services are so rich and varied, only direct contact with their respective headquarters will produce the complete picture. Merely the high points of their history and service will be touched here in this chapter. The three will be treated in alphabetical order.

### THE COLUMBIA SCHOLASTIC PRESS ASSOCIATION

**History.** The Columbia Scholastic Press Association was organized at Columbia University in the fall of 1924, as an outgrowth of several annual gatherings of the editors of secondary-school publications in the New York metropolitan area. Speaking at the gathering the spring before, Dr. E. K. Fretwell, dean of the movement for extra-curricular activities in secondary schools, urged permanent organization and suggested Joseph M. Murphy as a possible mainstay. Dr. Murphy has continued as director with time out for military service from 1942 to 1946 and again from 1951 to 1953.

The first contest for newspapers and magazines was held in 1925 with 179 entries and the first convention held that year attracted 308 delegates. Today the convention draws over 4200 delegates and well over 1300 publications are entered for rating. The yearbook judging was added in 1935 with 105 entries. Today over a thousand yearbooks are served each year and a fall conference on the subject draws 700 participants.

There are "divisions" which have been organized to serve special groups such as private schools, junior high schools, and others, in addition to the popular high-school division. Each division is headed by an adviser chosen by the member schools. These chairmen, the officers of the Advisers Association, and the Director meet four times a year to determine policies and handle the business of the Association.

There are score books covering newspapers, magazines, duplicated publications, and yearbooks. Score sheets have been issued for elementary newspapers and magazines and for foreign language publications.

**Services.** Among the services that CSPA offers the field of student journalism are these:

1. An annual contest or rating for newspapers, magazines, and yearbooks that are members of the Association. A recent contest included publications from 44 states, the District of Columbia, Alaska, Hawaii, Okinawa, and Canada.

Newspapers are entered in January, magazines in February, and yearbooks in July. Publications are grouped according to school types and size for judging. "Medalist" honors go to the publications of "distinction," the other entries being rated first, second, third, or fourth place. "All-Columbian" honors are given to one outstanding newspaper in each of the following: typography, heads, news stories, editorials, sports, features, creative literary work, and advertising; to magazines for each of the following: typography, general layout, stories and essays, editorials, verse, features, creative work, and art and illustrations. In all classes but fourth, gold, silver, or bronze embossed seals are awarded.

2. In addition to the ratings just mentioned, additional critical service can be secured by a publication at any time, by paying a special fee.

3. The Association issues from time to time publication aids, such as a Style Book, Proofreader's Cards, Primer of Newspaper Technique, Primer of Magazine Technique, and Primer for Duplicated Publications.

4. The Convention is set up to act as a short course in journalism for the delegates. At the Convention, well-known professional journalists and publishers deliver talks and give advice to the delegates.

5. Other awards are made from time to time. For instance, in co-operation with the Writers' Club of Columbia University, three medals are awarded annually for the best poem, story, and article published in a member publication during the year; and other awards are made by the Association working in conjunction with these groups: the National Arts Education Association, the American Typefounders Department of Education, the Lithographers National Association, Macy's Department Store, Vincent Edwards and Company, and the National Tuberculosis Association.

Mr. Murphy reports that it is the policy of the Association to arrange for special awards that will cover the essential phases of school-publication work and also to direct attention to projects related to the national well-being for their resultant effect in developing the civic consciousness of the editors and an appreciation of journalism's role in the local and larger community.

6. Gold Keys, replicas of the seal of CSPA, are awarded each year to advisers who performed outstanding work in the school-publications field, and sometimes to persons whose achievements elsewhere merit the honor.

7. The organization extends help to groups such as state press associations that are interested in student journalism.

**Publication.** The 1925 convention voted to establish *The School Press Review* as official organ of the organization. Subscription rate is two dollars. It is issued monthly from October to May inclusive, the circulation exceeding 2,400. (See Example 278.) Address: see below.

**Membership.** Membership is by publication, not by school. Each pays \$6.50 as it enters the annual contest, \$2 of which goes for the magazine. Since the Association is maintained through the sale of publications, convention fees, and membership fees, the latter are adjusted from time to time.

**Address.** Columbia Scholastic Press Association, Columbia University, Box 11, Low Memorial Library, New York City.

The *CSPA Advisers Association* is an autonomous organization of teacher-advisers, holding annual meetings in the fall in Philadelphia and in the spring in New York with the convention. The dues of one dollar may be paid with the publication fee. Last available figures listed 1,500 members. The funds are kept separate from the other income; the officers are elected biennially for two-year terms. Bulletins go out to the members approximately four times a year. Membership directories, a Bibliography for Student Publications, and a Journalism Syllabus represent some of the more ambitious projects. The Association strives to keep school-publication work strictly educational, free from entanglements, amateur in spirit and content, and an avocational aspect of youthful development.



## THE NATIONAL SCHOLASTIC PRESS ASSOCIATION

**History.** This organization was founded April 22, 1921, at the University of Wisconsin in Madison by 126 editors and faculty advisers of school publications and adopted the name Central Inter-Scholastic Press Association at its fall meeting. When Professor E. Marion Johnson, instrumental in its founding, moved to the University of Minnesota as head of the department of journalism in the fall of 1926, the Association's headquarters were likewise moved, and have remained there since.

In March, 1928, the name was changed to National Scholastic Press Association because of the expansion of membership into all 48 states. At that time Fred L. Kildow, who helped establish the original organization while a student at Wisconsin, was added to the Minnesota faculty as instructor in journalism and director of the Association. In 1933, because the annual convention for high-school and college publication staffs was becoming unwieldy and because of the ever-increasing number of college members, it was decided to conduct all college-newspaper activities independent of the high-school group. Accordingly, Associated Collegiate Press was formed. College yearbooks and magazines remained under the jurisdiction of the parent organization. The director of NSPA is also the director of ACP.

**Services.** The purpose of the Association is to make possible co-operative effort on the part of scholastic editors for the continuing improvement of school publications, that they may better serve the cause of education and the individual institutions they represent. To make this possible it offers among its varied services:

1. Semi-annual critical analysis of school newspapers and an annual critical analysis of yearbooks and magazines. With the aid of competent judges and comprehensive guidebooks each member publication receives constructive criticism based on writing, editing, content, and make-up. This feature is called the All-American Critical Service. Deadlines for these services are December 15 and May 15 for high-school newspapers; January 15 and June 1 for college newspapers; June 15 for all magazines, and June 15 for yearbooks.

For judging, publications are grouped according to size of school and frequency and method of publication. Since the Association was founded more than 60,000 publications have received this critical analysis. Ratings are given to all publications entered. Certificates for framing and the scorebooks are sent to every entry after judging is completed. Ratings are: All-American Pacemaker (newspapers only), All-American, First Class, Second Class, Third Class and Fourth Class (no honor certificate).

2. A mimeographed or printed bulletin of publication suggestions, called "Helps," is sent periodically to member publications. Separate editions are published for newspapers, magazines, and yearbooks. College newspapers do not receive this service but instead are furnished the Feature Service, a semi-monthly news-feature release; the Collegiate Press Review, a round-up of college press opinion issued every six weeks; and the Business Review, an idea exchange for business managers which is published six times during the school year.

3. A loan service of outstanding student publications is available at NSPA headquarters.

4. Two publication short courses are held each year. These short courses bring publication experts to the school press through scores of roundtable discussions.

5. Publications may submit their individual problems to the Association staff for consideration.

6. Help is extended to state and regional scholastic press associations as well as other groups which are interested in the advancement of scholastic journalism.

7. Research studies into scholastic publishing are conducted.

8. Manuals covering the basic steps in scholastic publishing are provided all member publications.

9. A "better business bureau" has been established to investigate the reliability of all individuals and firms soliciting contacts with the various school publications.

10. A continuous service is provided for those newspaper and magazine staffs which wish to receive immediate criticism of their publication, issue by issue.

**Membership.** All high-school or college publications are eligible for membership in either ACP or NSPA. Membership is by publication, not by school. Dues payable annually are as follows: High-school newspapers, \$8.50; college newspapers, \$10.00; yearbooks (all), \$7.50; magazines (all), \$6.00. Newspapers are judged twice a year, as many as 1,500 being entered each time. Continuous service and loan service are on a membership plus extra fee basis. Continuous service fees for newspapers are: criticism of one issue, \$1.75; three issues, \$4.00; five issues, \$6.25; each additional issue is \$1.25 each. The loan service fee is 20 cents per paper.

**The Scholastic Editor.** This magazine is the official organ of NSPA. It is published at NSPA headquarters monthly from October to June inclusive. Subscription rates are \$3.50 for one year, \$5.50 for two years. Individual copies

may be purchased for 35 cents. It was founded in 1921, and at present has a circulation of 3,500 with an estimated audience of 35,000 scholastic journalists. (See Example 278.)

**Scholastic Roto** is a rotogravure picture supplement published for student newspapers, and information about it may be obtained by writing to NSPA. (See Example 279.)

**National Association of Journalism Directors.** This is an organization of "publication directors of journalism—editorial, business, printing and art, in public, private and parochial secondary schools; in junior colleges and in teachers colleges." It is an affiliate of NSPA, National Education Association and the National Council of Teachers of English. The purposes of NAJD are: to function in joint operation with NSPA; to offer a forum for the interchange of plans pertaining to school publications; to present a pattern for the ideals of student journalism in America; to encourage student publications to develop a sense of responsibility and moral obligations not only to the school but also to the community, in both school and civic affairs; to spread information concerning new ideas in the field of school publications; to encourage growth in the professional status of advisers through summer courses, through actual work on commercial publications, or through writing for publications; and to further the understanding of school administrators and the community with the work, plans, and hopes of the student body.

Annual dues are \$1.50 and may be sent to NSPA.

**Address.** National Scholastic Press Association, 18 Journalism Building, University of Minnesota, Minneapolis 14, Minnesota.

## QUILL AND SCROLL

**History.** Quill and Scroll, the international honorary society for high-school journalists, was organized April 10, 1926, by a group of high-school advisers for the purpose of rewarding and encouraging individual achievement in journalism and creative writing. George Gallup, then professor of journalism at Drake University, Iowa, was instrumental in its founding. He became executive secretary.

When Mr. Gallup later transferred to Northwestern University, the headquarters of Quill and Scroll were also moved. Mr. Edward Nell became secretary upon the resignation of Mr. Gallup.

It is an international honorary society. The president is an adviser nominated by the executive board and elected by a vote of the whole society. The country is divided into six sections, each of which is represented by at least one officer. Because chapters are so widely scattered, a national convention is



The three publications of the Columbia Scholastic Press Association, National Scholastic Press Association, and Quill and Scroll have a monthly circulation of over 25,000 copies, representing over 200,000 readers. The magazine of the Catholic School Press Association is read by parochial school students throughout the country.

*Example 278*



not held. The chapters, if they desire, may meet in conjunction with state and sectional press conventions.

**Services and Membership.** While NSPA and CSPA have featured critical service for school publications, Quill and Scroll has been interested primarily in recognizing the work of the individual student journalist. Through outstanding work students gain entrance into the organization.

Charters are granted to schools rather than to publications, and individual memberships in the society are obtainable only through these local chapters. When a charter is granted the adviser automatically becomes a member of Quill and Scroll. A student journalist is recommended by the adviser to the national office, and must meet the following requirements at the time:

1. He must be a junior or senior
2. He must be in the upper third of his class in general scholastic standing
3. He must be doing superior work in writing, editing, or business management
4. He must be approved by the executive secretary of the Society

Students doing creditable work in poetry, essay, or other forms of creative writing are eligible for chapter membership along with the regular members of publication staffs.

Each school establishing a chapter is sent a copy of the initiation services. Initiations may be held at any time of the year, but most schools elect their members in the spring at the time most school honors are conferred. No particular number of students is necessary for the organization of a chapter, and there is no limit to the number that may be taken in in one year. Naturally an adviser restricts membership, thus holding up Quill and Scroll as an honor for only those who excel in the field of journalism and creative writing.

There are no dues. When a candidate is accepted for membership, he pays \$2.50. The amount goes to pay for a gold badge, a year's subscription to *Quill and Scroll* magazine, and for the incidental expense involved in keeping the records.

To be eligible for a Quill and Scroll charter, a high school must publish a newspaper, a yearbook, or a magazine which is considered of sufficient merit by the executive council. Schools where students gather and write news under supervision for regular town or city papers are also eligible to join, as are those having mimeographed papers.

The organization lists 5,000 chapters and 80,000 student members scattered throughout the states, territories, England, China, Cuba, Canada, and Australia.

Besides promoting individual endeavor, and supplying practical publication information through a magazine issued four times a year, the organization

January, 1947

Volume 6 Issue 4

# Scholastic ROTO

National High School News in Picture and Paragraph



**WORLD'S LONGEST GAME** — Because of protests, this game between Mt. St. Joseph and Loyola lasted from January 18 to February 22 last season.



**King and queen** . . .

. . . of Fluvius High's well-attended prom, about 1946, Cal., were Marlene Holberg and Vincent Strader. Queen Marceline was that team's captain and school body cabinet member. Smiling King Smiley, a senior, a vice president and a brother class leader.



**A new face** . . .

is what Darryl Johnstone of Niagara Falls (N. Y.) High is applying. The makeup job is and for proponents of cosmetics, but for his role in the game last season, the school.

**These three little kittens** . . .

. . . did not lose their mittens, but founded a new bid when they began knitting their lacy mittens with bright colored initials. The three Austin High girls, Joyce MacDonald, Helene Amundson and Harriet Amundson, model in a cold Chicago wind that will scarcely nip their hands.



★ **MORE THAN ONE MILLION CIRCULATION** ★

This rotogravure picture supplement, 10½ x 15½ inches in dimension and eight pages in size, is published for student newspapers by the National Scholastic Press Association and is distributed in quantities to those papers subscribing to the service. In turn, the copies are inserted and distributed as a part of the local school paper.

Example 279



The seals of the three national student press associations, carried in the papers of the membership schools.

Example 280

sponsors criticisms of manuscripts and publications, helps in the organization of state press associations, and endeavors to acquaint school officials and the public with the value of high-school journalism.

The magazine, *Quill and Scroll*, with a circulation of 20,000, is issued four times a year, \$1.25 a subscription. A rate of 75 cents applies to student members.

**Address.** Quill and Scroll Society, Northwestern University, 111 West Jackson Blvd., Chicago 4, Illinois.

### ***Catholic School Press Association***

Besides the three large student journalism associations discussed above, there are a number of active groups operating as state associations, or in the field of private education. An example of these is the Catholic School Press Association. Space does not permit the description of others here.

**History.** Operating since 1931, this Association was founded by Jeremiah L. O'Sullivan, dean of the College of Journalism at Marquette University, who is still director. The purpose of the Association is to encourage and unify journalism in Catholic high schools and colleges. National conventions were held in 1937, 1938, and 1940. In October of 1947, the biennial plan was resumed, with sectional meetings held on alternate years. National meetings are held in Milwaukee. The Association has a membership of over 800 Catholic high schools and colleges.

**Services.** The Association offers the following services to its members:

1. Criticisms which are sent once a semester to all member newspapers and magazines. Each criticism is directed toward specific issues of the publication, and constructive suggestions are made concerning the editorial content, style, typography, headlines and art work.
2. Annual survey and rating of member publications. Outstanding publications are awarded the honorary title, "All Catholic." Ten of the highest rated magazines and newspapers are named "Flight Leaders," while the highest placed annuals become "Yearbooks of Distinction." Other awards given are "First Honors" and "Second Honors." Certificates are presented.



3. Annual writing contest, in which prizes are awarded to the best student writing in the fields of editorial, news story, short story, article, and poetry.

4. Student honor awards, certificates, and pins, presented to those students who do outstanding work on their school publications while maintaining a high scholastic average.

5. The *Catholic School Editor*, a quarterly magazine designed to further the purposes of the Association. Besides its regular articles, the Editor publishes the results of contests and accounts of member activities. Each member publication receives a free subscription, and students at member schools who wish an individual subscription may receive it for 50 cents. The regular subscription rate is \$1.50 a year.

6. A style book, prepared to aid members in editing their publications.

7. Individual aid given to members who wish advice on particular problems not taken care of by other services.

8. The national convention, held every other year, gives student journalists and faculty advisers an opportunity to hear prominent writers and educators, and to exchange ideas and discuss individual problems.

9. Medal awards are presented each year to faculty advisers who have contributed outstanding service to the Catholic school press.

**Membership.** The membership fee of \$5.00 for each publication includes all of the services listed above.

**Address.** Catholic School Press Association, 1131 West Wisconsin Avenue, Milwaukee 3, Wisconsin.

## ATTITUDE TOWARD CONTESTS

As has been indicated at the beginning of this chapter, national press associations have been of great value in the constant progress of student journalism. They have established themselves by constantly working toward the goal ahead of them. It is conceived that worthy state associations may have been built along similar lines and by similar methods. However, the question still remains—What is to be gained by entering a particular contest?

Publication staffs should have a definite reason for entering contests, and it is doubtful if the winning of honors is sufficient in itself. The service feature must constantly be emphasized. The paper that wins high honors should study why it won them; the paper that did not win high honors should study its weaknesses. The contest, although it has led many a paper to improvement, should not be the sole motivation for a better school publication. The local school situation, reader interest, and service to school and community should be the primary incentive in publishing a school paper, and the contest should



be a means to this end. Once this attitude is taken, it is then time to join worthy press associations and through their ratings and other services be able to evaluate the publication in respect to good student journalism the country over.

Andrew Carnegie is quoted as having said that he knew nothing about making profits, he only knew how to make steel. The school newspaper staff needs not be concerned about the winning of contests, it needs only to know how to edit a good school paper.

Student press associations should be looked upon from a service standpoint, the rating of papers as one of their most valuable services. The paper that can take advantage of membership in all three of the large national associations discussed here enlists invaluable help.

## WORK SHEET NUMBER 27

---

*Step 1:* Read Chapter 27 and consult additional materials that may be on file in your school newspaper office concerning these three organizations.

*Step 2:* Have the editor of your paper explain carefully to your class memberships held in one or more of these associations, explaining costs, services secured, etc.

*Step 3:* If a staff member has ever attended a national convention of student journalists, have him discuss the experience with your group.

*Step 4:* On a sheet of typing paper make three columns down the page. At the top of each write one of the press associations. Now present in the columns facts about them, arranging your statements in such a way that when the page is completed it will reveal a good comparison of the three.

*Step 5:* As a class study the last score books received by your school paper from the critical services in which it was entered. Discuss the paper's strong and weak points as revealed in the ratings.

*Step 6:* As an individual project, present a proposal for the improvement of the paper in line with one of the criticisms discussed in Step 5.

*Step 7:* Make an oral report to the group from one of the articles printed in a late issue of one of the three national scholastic press magazines treated in this chapter.

*Step 8:* Does your paper hold membership in a state press association? If so, what are the services of this organization? How do they compare with those of the national groups?

*Step 9:* Let four class members present a panel discussion of the advisability of holding membership in three national and a state association at the same time.

*Step 10:* What are the leading differences among the three national press magazines? How does your school make use of these magazines?

*Step 11:* Select a topic for an article that you might write for one of the three magazines, and prepare an outline of the article.

*Step 12:* Hold a class discussion of the suggestions brought out in Step 11.

## 28. Increasing the Popularity of the Paper

### READER INTEREST

EVERY SEMESTER when school newspaper staffs set out to sell the paper to the student body, they have to determine first the appeal to be made in the sales campaign. At times the campaign is a competitive one, floated on loyalty to homeroom or class. In other instances the bare facts of publication costs are revealed, the appeal being made to school spirit itself. Students are told that if such and such a number of subscriptions are not forthcoming, the paper will have to cut down in size or number of issues, or be discontinued entirely. But in the final analysis the thing that determines the number of subscriptions is **READER INTEREST**. This is as it should be.

**Service to school.** If the school paper is subsidized by the Board of Education, and thus circulated gratis to all students, or when all students through some scheme or other are forced to buy it—then the paper is threatened by stagnation and mediocrity. Only when the paper has to please its readers in order to survive can it become a really great paper. Reader interest is the life-blood of the paper, and only through a struggle to gain and retain it can a paper become the living force in the school that it deserves to be.

The school paper must fight for the attention of the student whose life is a busy one full of competing interests. The time has come when such a fight must be conducted on a purposeful plan worked out to the last detail.

There is no preferred way of building this interest that we are inviting, but it is evident that paper after paper is aware of the necessity and in turn is doing something about it. For instance, look at Example 281 and note the relationship to this topic. The significance is revealed in the dateline—September 4, and in the streamer which says, “South Side High School Starts Twenty-Fifth Year Today.” Yes, today, September 4, the opening day of school, when the students need it, the first issue of the paper comes out; not two weeks from today after the school is smoothly running.

## South Side High School Starts Twenty-Fifth Year Today

## 500 Orders Times Goal For Today

Candy Bars Again  
To Be Given Home  
Rooms 100 Per Cent

To help make the twenty-fifth anniversary of The Times a great success, the Times subscription campaign will launch a five nights, with 500 acceptance at the goal for the first day and 1500 for the campaign.

Subscription, which are 75 cents each, may be obtained from the Times agents. They may be paid in 25-cent increments, and payments must be completed by Thanksgiving vacation.

Awards of \$1 and 50 cents will be received by the two state agents who obtain the largest number of subscriptions the first day. When a room has 500 per cent and has paid all the subscriptions, each agent in that home room will receive a bar of candy.

The names of the room agents, with the exception of the freshman agents whose names were not available in

Enter	Agents
4....	Georgia Dreifback
4....	Sharon Thomas
6....	Virginia Brown
10....	Jayne Lahey
12....	Bob Wilks
14....	Carolyn Scholer
26....	Jessie Narvaez
26....	Mary Helen Haywood
Book II—Marionne Gilbert	
34....	Frances Wauerfeld
38....	Frank Harroff

[illegible]

## Instrumental Players Needed

The Syeth Sate High School band and orchestra department, under the direction of Mr. Herbert Holliman,

## Just Follow These Rules And You'll Be All Right

The program for the first day will be:

8:05	8:30	Home Room
8:35	8:55	First
9:00	9:20	Second
9:25	9:45	Third

## War Orphan To Be Helped By Room 52

Home Period Member  
Teachers Contribute

## Enrollment Increases From 829 First Year To 1500 Pupils Now

### Rental Rules, Books Listed; Prizes Given

\* Deposit Fee Given  
Home Room Teacher  
Books Bought in Class

Restful books may be obtained by home teachers or by order may be purchased at the store. To receive the deposit his home room teacher has it noted on one dollar deposit for each two three parts. The top is kept as the student's receipt, middle part is taken to the classroom to be signed, and the last part is kept by the home teacher.

To receive books, the deposits must be given to the teacher who the correct amount of money. After every teacher has signed, it must be returned to the zone teacher in the second home period.

It is essential to buy chain  
they may get them from their  
teachers or the bookstores, we  
oppose the girls' gym office.  
The deposit fee will be given  
at the end of the term.  
If damage has been done, it  
must pay for repairs. If  
books are lost, they must be  
for.  
Any extra books which  
have must be returned. Three  
the book store.  
Below is the list of all books  
and some of the most used

16 Teachers Serve On  
Faculty During Quarter  
Century Period; Gradu-  
ate 7,650 Students Since 1900

Happy Birthday, South Side School!

Time new teachers have joined faculty is addition to Mr. Davis, math teacher and administrator, who has returned from

Miss Mary Elizabeth Vandenberg is slated to fill the position formerly held by Mrs. Dorothy Hinkle in the speech department. Holder of an A.B. degree from DePue and working toward M.A. degree in speech at Northwestern University, Miss Vandenberg has traveled abroad in addition to being connected with the Farm Forestry at Pasadena, Calif.

Miss Barbara Laif will teach economics, taking the place of Virginia Hunter. Miss Laif is teaching in Fort Wayne in 1950 recently taught home economics at Washington Junior High School. She has been awarded an A.B. degree the University of Michigan and M.S. from the University of Wisconsin.

Appearing the first day of school, this edition of *The South Side Times* of South Side High School in Fort Wayne, Indiana, performed a real service to students. Reader interest? Just glance at the headings.

*Example 281*

Notice the service to school and student, and consequently the potential reader interest, revealed on this first page of this seven-column, six-page issue. An enrollment story full of facts right up to the minute in coverage, exact information about the system of renting books, the schedule of classes with time indicated for the first day, an appeal for more instrumental music students with information about where to apply—these and all the other front page stories serve the reader and automatically tie the paper into his weekly needs. Think of the advantage the staff had that day in carrying on their subscription campaign. The paper spoke for itself, the staff member who entered a homeroom to take subscriptions didn't have to.

Yes, a staff serving a school of 1,500 students went to work before school opened, just as does the football team. Schools much smaller are also doing this same thing each year, but most schools twice the size are passing up the opportunity. It isn't the size of the school that determines the size of the paper or the size of the effort behind it, it's the extent to which the staff appreciates the paper's unique function in the school. This same service approach to the job is seen in the front page calendars in Example 282.

## Coming Up

Nov. 28, 29.....  
                     Thanksgiving Vacation  
 Nov. 28...Humboldt vs. Fairmont  
 Nov. 30.....Humboldt vs. Austin  
 Dec. 3...Humboldt vs. So. St. Paul  
 Dec. 6...Humboldt vs. White Bear  
 Dec. 6.....Canteen  
 Dec. 13.....  
                     Alumni Basketball Game  
 Dec. 16.....Report Cards  
 Dec. 17.....Edwin A. Rowlands  
 Dec. 20.....Arrow Out!

*The Arrow*  
 Humboldt High School  
 St. Paul, Minnesota

## Dates to Circle

Nov. 22—First basketball game—Wisconsin Rapids  
 Nov. 23—State Hi-Y convention at Janesville  
 Nov. 25—Aud-Movie on "Electronics"  
 Nov. 28—Thanksgiving Vacation begins  
                     N.S.P.A. Convention at Milwaukee  
 Nov. 29—Basketball game at Janesville  
                     N.S.P.A. Convention  
                     Thanksgiving vacation  
 Nov. 30—N.S.P.A. Convention  
                     Basketball game at La Crosse  
 Dec. 2—Aud-Discussion on the Atom Bomb and International Control  
 Dec. 5—Aud-Movie

*West High-Times*  
 West High School  
 Madison, Wisconsin

## Calendar

### Friday, Nov. 10

Raindrops, 8 a. m.  
 Armistice Day convocation.

### Saturday, Nov. 11

Parade—Band, Red Feathers and Color Girls. Meet at Bernard and Riverside at 9:30 a. m.

### Monday, Nov. 13

Operetta tap dancing, 8 a. m. in the gym.  
 Tango, 8:30 a. m. in the gym.  
 Boys' Federation meeting, period 5.  
 Conduct board meeting, 8:15 a. m., room 127.  
 Girls' basketball, 3:20.  
 North Central Highlights, 7 p. m., KFIO.

### Tuesday, Nov. 14

Ballet, 8 a. m.  
 Girls' League central council meeting.  
 P.-T. A. meeting at 7:45 p. m.  
 Operetta practice after school.

### Wednesday, Nov. 15

Slave dance, 8 a. m.  
 School skating, period 6 and after school.  
 Operetta practice, 7:30 p. m. in the auditorium.

### Thursday, Nov. 16

Indian dance, 8 a. m.  
 Senior B meeting, period 3.  
 Operetta practice after school.  
 Victory, 8:30 a. m.  
 Traffic squad meeting, 8:30 a. m., room 304.  
 Girls' basketball, 3:20.

### Friday, Nov. 17

Raindrops, 8 a. m.  
 Ground squad meeting, 8:30 a. m., room 304.

*The North Central News*  
 North Central High School  
 Spokane, Washington



## AN INDEX TO GROUP INTERESTS

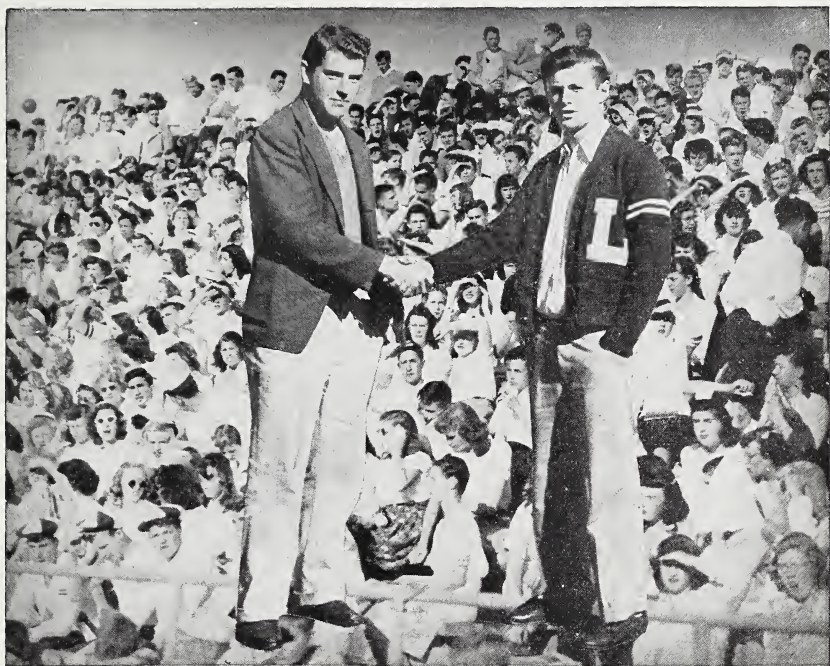
**Determining interest groups.** The staff must understand that the school is made up of a number of major interest groups, and must early try to discover these natural divisions. In a large way, readers naturally have common interests, one being the welfare of their own school; yet this merely touches the surface, not reaching the individual's deeper concerns. No two schools will have exactly the same interest groups; interest groups are continually shifting, and there is always some overlapping of interest groups; yet any staff can begin this classification on the following broad bases:

1. The student body naturally divides itself into two big groups, boys and girls
2. The student body divides itself into classes: freshman, sophomore, junior, and senior—for the four-year school.
3. The readers may be classified into athletically minded, activity minded, socially minded, and scholastically minded.
4. Any paper has these three main groups of readers: student body, faculty, and parents.
5. The courses followed divide the students into natural interest groups: college, commercial, industrial, etc.

**Boy-girl groups.** Most high schools are co-educational, with approximately as many boys as girls. Through the office the staff can determine the exact division. Assuming that the school is divided half and half, the editor will want as much copy appealing to girls as copy appealing to boys.

**Class groups.** The item that appeals to the freshman may appear childish to the senior, but the future life of the paper is dependent upon the cultivation of that underclass interest. Picture the average freshman. What clubs and other activities are open to him? What courses are open to him? What is his age, and what are the reading interests of that age? In what general school information is he deficient but naturally interested? Thus the typical member of each class should be created. The staff of the paper, made up largely of seniors, is close to the life of its own class, far removed from that of the lower classes. The editor will see that this is not noticeable in print. Keen observation of and close contact with other classes will avoid inequalities that might otherwise unintentionally appear in covering the news.

**Athletic, social, activity, and scholastic groups.** Dividing the school into athletic, activity, social, and scholastic groups may resemble in part the boy-girl divisions, but not completely. If the school places great emphasis upon athletics, the paper will find a strong reader following of sport news. If the school has little social life, the paper will devote but little space to this field. Often the faculty encourages the paper to stress scholarship, and rightly



Not content to let the advance story of the big football game stand alone to satisfy reader interest, the editor of *The Lowell* of Lowell High School in San Francisco, California, added a four-column photograph on page one. The captains of the teams of the rival schools are superimposed upon a picture of the local school's cheering section taken at a previous game. Reader interest? Look at the number of students pictured.

*Example 283*

so—but the paper must not go beyond reader interest on the point. Too much praise of scholarship may disgust and antagonize the less scholastic element. A possible overplay of even such a worthy topic as scholarship does not ensure that the stories will be read. Playing up human interest and conflict, such as an achievement against odds, is one of many possible approaches to such stories.

**Parent, student, and faculty groups.** If the paper reaches the homes and is generally read there, parent meetings will have to receive adequate play, as will certain school events that are already common knowledge to the students. If the paper's platform considers publicity as one of the functions, then the parent group must be definitely treated. When dealing with the faculty, nothing helps more in building up a teacher's interest in the paper than the assurance that she can find in the paper the activities with which she is con-

cerned reported adequately and accurately. She thus comes to look upon the paper as a reliable source of information for all school activities.

**Curriculum groups.** The other broad basis of determining reader-interest groups is through courses followed. Among each semester's records the staff should have the number of pupils in each department. For instance, in a school of 1,200 pupils the percentage of the total taking subjects in each department is as follows:

1. English	87%	5. Ind. Arts	33%	8. Music	22%
2. Commercial	81%	6. Math.	27%	9. Home Ec.	21%
3. Social St.	71%	7. For. Lang.	26%	10. Art	5%
4. Science	40%				

If 972 pupils have elected commercial subjects against 312 in foreign languages, it can be assumed that all other factors being equal there should be over three times as much interest in a commercial story as in a foreign-language story. The reporter must go even further into the commercial department's enrollment. For instance, he finds that of the many courses offered, typing and shorthand are drawing over half of the enrollment. Through interviews with teachers and pupils he learns that this is because most commercial students hope to become stenographers. Other investigations reveal that the community's demand for stenographic workers is greatly in excess of the supply. Thus he has the background for one or more stories dealing with such matters as the selection of subjects by students, the comparative salaries in jobs, the advantages of top accomplishment in stenographic courses, and job placement procedures.

Thus each department's enrollment denotes the percentage of the total student body that should be reached through special news of that department. Of course many other related factors enter in at times to vary this generality.

**Interest groups vary.** As the staff proceeds to break down its readers into interest groups below the five large classifications discussed above, the task becomes more intricate. It is at this point that the school must be considered in its own interest field, no two schools having the same features. In a city of 100,000, school A is located in a better residential district, school B in the heart of the city's business district, and school C at the very edge of the city—drawing largely from the rural districts. With no further description of the schools, it is evident that the newspaper of the one cannot profitably follow the style of either of the others. The interest groups vary, and so must the papers. The form of a school paper must be determined by its own soil; it should not be transplanted from another school.

# KEYHOLE KAPERS

By WILDA DAVIS and PEGGY BUCHANAN

After the Compton-Phoenix game many parties were given. Linda Ralls invited a few of her many friends over for an after game get-together. Jack Johnson, Anita Michel, Tom Adkison, Skip Workman, Bill Lindsay, Paul Johnson, Ed Rindahl, Marcia Bateman, Jane Moorman, Nedra Scott, Mona Burton, Sylvia Clark, Shirley Scurlock, Janice Keller, Pat Ledbetter, Pat Craddock, Peggy DeLong, Dick Higginbotham, Roger Nesbitt, Bobbie Hamilton, Johnny Armstrong, June Barrett and Linda were only a few who enjoyed cokes, cookies, and cake along with playing records, talking and dancing.

## Slumber Party

Joann Bell, Carolyn Gibson, Betty Hill, Francine Briscoe, Bobette Broderman, Janice Keller, Peggy Hines, Paula Blumer, Pat Ledbetter, Margie Waters, Kathryn Curry, Barbara Jobs, Linda Ralls, Yvonne Murry, Judy Langwell, Carol Chastain, Jeanette Gordon, Ruby Rosendahl were all guests of Janice Quint at a recent slumber party. Hamburgers for a snack and french toast for breakfast was enjoyed by all.

Following Martha Skinner and Bruce Smith's wedding, Nancy and Reg George had a few couples over to their apartment for drinks and potato chips. Those who attended were: Bob Gudath, Marilyn Hall, Joyce Cunningham, Ken Redford, Don Foster, Carol Blumer, Pat Cox, Jim Dawson, Jack Elms, Wilda Davis, and Nancy and Reg.

Carolyn Colby, Roberta Shine and Maureen Vial gave a "come as you are breakfast" Saturday morning, October 10. Donuts and cocoa were served. Girls who were gotten out of bed were

Linda Catron, Kay Goodin, Arlene Logan, Sharon Neisler, Norma Williard, Charlene Wilcox, Barbara Preston, Donna Rindahl, Anita Michel, Bonnie Paladium, Liz Lubbe, Sharon Walling, Norma Davis, Carol Griffin and Arlene Vial.

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*Compton Chimes*

Compton High School  
Compton, California

*Example 284*

## If You Have

moved  
eloped  
sold out  
been drafted  
been robbed  
been married  
bought a car  
sold one  
wrecked one  
stolen one  
had company  
been visiting  
lost your hair  
lost your teeth  
lost your dog  
been in a fight  
had an operation  
got a new girlfriend  
got a new boyfriend.

**It's news! Turn it in - - - we'll print it!**

*The Star*

Belmont High School  
Belmont, Mass.

*Example 285*



Names Chart First Semester 1949-50						
	Sept. 16	Sept. 23	Sept. 30	Oct. 7	Oct. 14	Etc.
Adams, Mary	///		/	/		
Adams, Nathan	/				/	
Anderson, Dick		/		///		
Andrews, Frank	/		//	/	/	
Etc.,						

Example 286

## NAMES ARE NEWS

**Names add interest.** It is an unwritten law in a newspaper office that names are news. *The Boston Globe* for years has made a concentrated effort to get into its columns some time during any successive twelve months the name of every man, woman, and child living in greater Boston. A number of names come into print naturally, some again and again, but it takes real ingenuity to see the news possibility in most people.

Usually the school paper has set up no system for determining how many of the student body are getting into print. Without definite data, a campaign to get more names into print and subsequently to build up reader interest must be conducted in the dark. The accompanying figure, Example 286, shows a form for recording accurately names appearing in the paper. This form is the key to a system which, although simple, calls for precision on the part of the staff members who manipulate it.

**A system for recording names.** This scheme is not one to be imposed upon the staff by the editor. Instead he paves the way for its acceptance by first tabulating all the names that appeared in the last issue of the school paper, including the number of times each was repeated.

Two members are then assigned as names-editors. They secure from the school office an alphabetical list of all pupils in school, listing after each the homeroom and the class. These are transferred to ruled sheets of cardboard, a sheet 28 x 12 inches caring for a hundred names for a semester.

Each week as the paper comes out, one names-editor goes down the columns calling to the other the names as they appear in either headlines or stories. A name is recorded as many times as it appears in a story. Check marks on the name sheets thus reveal exactly the amount of publicity given each person in school. These editors will have to bring their sheets up to date each week in the office, by removing withdrawals and adding the names of new students. As the staff comes together for a conference after the first record is taken, among the facts the names-editors can place before the meeting are: (1) the exact number of boys and the exact number of girls mentioned in the

week's issue, (2) the number of students of each class mentioned, (3) the names of all students mentioned, and the number of times each name appears, and (4) the number and names of those not mentioned.

**No names replaced.** This campaign to add names to the paper is not one that should conflict with the regular practice of giving adequate publicity to prominent students. New names are added in addition to, not in place of, those that find their way naturally into print. Stories carrying these new names replace worthless, nameless stories of little appeal. Every school paper has some of this type of story. Example 284 is a column that lives on names.

Agreed that it is desirable to add names to the columns, what are some of the means often overlooked? First, assume that the school is a small community within itself—one hundred, five hundred, a thousand, or five thousand. Daily newspapers realize that the smaller the community the greater the news importance of each individual. Especially popular with the women are the personal columns which appear on the society page, and the marriage items that must also hold a fixed place in the paper. Even the school paper must recognize this feminine characteristic that received some of its early exercise over the back fence of the small town where newspaper coverage was limited.

As indicated in the chapter dealing with Columns, much interest can be created by a good student columnist who makes a place for the contribution from his reader. This columnist is called a conductor of a column, for he does not profess to write it all himself. He builds the student contributions into his own stuff. A box to receive these contributions is placed outside the door of the newspaper office. Some clever conductors have had phenomenal success in building up an active following. Example 285 appeals for contributions.

**Letters to the editor.** One of the contributions that come to the paper is the so-called letter to the editor. It usually brings student dissatisfaction with something that is being done in the school, and often indicts the faculty or administration regarding some regulation. Others are of a more rational nature and are really constructive. It has always been considered desirable by the daily paper for the editor to conduct on the editorial page a Public Forum column carrying these letters, and in turn other readers' answers to them. If the school editor attempts to handle material of this nature he must at all times keep one foot on the paper's platform and the other on his own good judgment. In the chapter on staff organization, Chapter 18, it is pointed out that it is considered ethical for the paper to back the administration.

It is not justifiable to carry a column in which the letters are faked, being written by staff members because the students themselves have not been aroused to the point of contributing. However, in order to begin the column,

this practice seems permissible for the first three or four issues. The editor might even solicit personally from some of the students their remarks on school topics. If at the end of this period the column has not yet attracted a spontaneous response, it is doubtful if it should be continued.

**Homeroom stories.** None of these reader-interest-building devices should be superficial. Getting a name into print is justified only in so far as there is some news value in the name. There is human interest in every single pupil if it can but be found. One means of getting more names into the columns is through special assignments dealing with homerooms. As pointed out before, the reader-interest index will reveal not only which pupils are missing from the news, but which homerooms as well. One staff member may be assigned

## Student Forum

### Suggestion Box

341L—Many of the students in the Late Session have rooms on the right side of the building. The entrance to the building for the "L" Session is on the left side. As a result of this, many of the late sessioners are late to their 8th period class, every day.

Why couldn't they be allowed to enter the building through the entrance on Ocean Parkway and the first entrance from West Avenue? If this suggestion could be followed, many students would not have to be late.

ROSALIE MITCHELL

### More Chairs in Cafeteria

348E—Owing to the shortage of chairs in the cafeteria, many students are forced to stand up during their lunch period. This inconveniences not only themselves but also their neighbors. Can't something be done?

SHIRLEY BAYUK

### "We Dare You to Print This"

348E—Since the *Log* is a G.O. publication, shouldn't the editors be responsive to the student body? Now, should the *Log*, published by G.O. funds, be run for the students, or for the sole purpose of winning a Columbia Scholastic Press Association award?

We can all appreciate the fact that the *Log* is an artistic piece of work, but so is the *New York Times*. The aim of the *Times* is to give us an unbiased report of world events; the purpose of the *Log* should be to create interest in school affairs. Let's see a *Lincoln Log* for Lincoln students.

LINCOLNITE

(EDITOR'S NOTE.—*For a reply to the above letter, please read the Editor's Column on the top of this page.*)

### Answers Music Critic

207E—In the last issue of the *Log* there appeared a letter which implied that its writer professed to know something about music. The misguided person became indignant at the frequent close association of three of the world's great composers, Bach, Beethoven, and Brahms. He presented, as a basis for his protestations the fact that each of them is as different from one another as three composers can be.

Let me point out to this uninformed youth that because each of these three masters is distinguished by his own particular style of composing, and because they are considered by many to be the greatest of all composers, is precisely why they are referred to as a great triumvirate.

LLOYD INDICTOR

*Lincoln Log*  
Lincoln High School  
Brooklyn, New York

## NAMES MAKE NEWS

Richard open door  
Richard lock door  
Richard Kee

Frank roomer  
Frank lodger  
Frank Tennant

Gerald high  
Gerald big  
Gerald Hill

Rogers see lady  
Rogers like lady  
Rogers Lovelady

Betty have date  
Betty leave date  
Betty Goodnight

Rosemary have bow  
Rosemary shoot arrow  
Rosemary Archer

J.W. see hammer  
J.W. pick up hammer  
J.W. Nail

Jack in sun  
Jack get blistered  
Jack Tanner

*The Acorn*  
Adamson High School  
Dallas, Texas

## *Add Another Candle*

All the birthday wishes  
That this greeting can convey  
Are being sent to you  
On your very special day.

Feb. 20—Donnie Monhollon  
Feb. 21—Mary Lemmerman, Billy Swartz  
Feb. 22—Patricia Zumbrumm  
Feb. 23—Shirley McClaughry  
Feb. 24—Paul Carlson, Ronnie Gabbert, Mary Yehner  
Feb. 25—Wilma Lewis

*The Blue Jay*  
Junction City High School  
Junction City, Kansas

## Magazines Match Students

Someone has said that life is like a book—some of your fellow strugglers unknowingly might remind you of a magazine. For instance:

U. S. Camera.....	Jim Wroth
New Yorker.....	Jackie Brown
Reader's Digest.....	Ervin Deal
Country Gentleman.....	Ed Vantine
Good Housekeeping.....	Hazel Erickson
American Girl.....	Janice Ulrich
Esquire.....	Jack Gothard
True Romance.....	Darlene Weaver
Argosy.....	Don Stewart
Field and Stream.....	Paul Hartman
Seventeen.....	All '29ers
Playmate.....	Ronnie Willet
Mademoiselle.....	Millie Forst
New Republic.....	Cozier Kline
Holiday.....	Teachers Convention
Tip Top Comic.....	Bill Nigh
Your Physique.....	Dick Darling

*The Northeasterner*  
Northeast High School  
Lincoln, Nebraska

School newspapers are packed full of miscellaneous short items, such as these three, feature stuff loaded with names and aimed directly at the interest of the reader.

*Example 288*



each semester to each homeroom to exploit all possibilities there. The usual homeroom correspondent system made up of actual members of the homerooms who are not members of the staff so often fails because these students are too far removed from the life of the paper, and are usually not trained as reporters. The staff member assigned to a room naturally will meet that group in person, becoming acquainted with the individual pupils as well as with the whole group activities and interests. A series of homeroom stories may thus be developed, bringing out personal news as well as group news. All thirty-seven members of a homeroom might cleverly be treated in a story of five or six hundred words. Such a series of stories need not follow a stereotyped form, since students vary greatly in interests and activities.

## WRITING DETERMINES READER INTEREST

**Proper treatment of news demanded.** After all, the most elaborate techniques of determining and widening reader interest can succeed only through good writing and good editing. The stereotyped method of reporting games, assemblies, and club meetings falls far short of satisfying the average student reader. It is time for the news account of routine happenings to be measured on a scale that carries more weight than those labeled who, what, when, why, and how.

It would be interesting for the editor at the end of the football season to compare his paper's coverage stories of the eight or ten games. So many of these stories are written from a stereotyped form which asks but little of the reporter who covers the game. There is such a similarity among the stories that even the editor upon reviewing them wonders how they got by. The sports scribe should do more than retell to the students who saw the game who won, by how much, how each score was made, how statistics compared, and how the substitute star won the game. Its obligation to record history comes far down in the list of purposes of the school paper.

**Humanize the story.** What was there about the game that the spectator did not see? That's the challenge to the reporter. Maybe he'll find the answer on the player's bench, in the box office, in the dressing room between halves, in the home of a player—but surely not in the play-by-play recording of the game along the sidelines. And wherever he finds the answer it's going to be packed with surprise, heroism, sacrifice, courage, conflict, drama, heartache—in short, human interest.

**Are editorials read?** Another story that is often written in a stereotyped form is the editorial. It has long been a debatable question with the average school staff whether editorials are worth the space they occupy, judged on the

basis of reader interest. Some editors do away with editorials entirely, while others disguise them under regular news heads. It seems that both of these practices evade the issue entirely; the first jumps at conclusions, the second acknowledges defeat and adopts trickery to overcome it. An editorial disguised under a news head is really a "doctored" news story.

Student newspaper practice too often reveals these characteristic weaknesses in respect to handling editorials: (1) Reporter A is assigned a 250-word editorial, regardless of his lack of interest in anything current; (2) The editorials have no connection with the timely things happening in the school; (3) Two or three reporters, and on some papers even one, are assigned the job of writing all editorials; (4) An editorial is written to fill a given space, and consequently the writer has had to say the same thing in a couple of different ways; (5) The editorial writer is selected because he cannot write a straight news story without editorializing—thus, he has to be used on editorials; and (6) The editorials resulting from these practices follow stock subjects such as George Washington, the New Year, Christmas, and school spirit.

Without trying to improve any of these deadly practices, campaigns are constantly waged against editorials that preach. If editorials are to be improved, the reconstruction must begin before the writing.

**Deviating from news style.** Pleading for beneath-the-surface reporting, humanizing of the news story, deviation from the who-what-when-why and how, and a freer style of writing in order to touch reader interests, is not an invitation to disregard the fundamental laws of reporting news. These innovations suggested here are not for the beginning reporter. They are for the reporter who has learned well the fundamental rules of newswriting and is ready to go a step further, one who needs a new challenge in his work. Only by knowing the fundamentals can he do these things without abusing journalism.

A school newspaper does not have to be trivial and shallow to be entertaining. It would be just as logical to assume that a teacher must make a class easy if it is to be popular with the students.

## SELECTING DETERMINES READER INTEREST

**One punch story each issue.** It was maintained by the late E. W. Scripps that every issue of a paper must carry one punch story that stands out boldly, and that such a story can often save an otherwise dull issue. The Scripps-Howard papers have followed this practice. The burden of this plan falls upon the editor, who in turn must find one or more ingenious reporters who can produce such stories.

If the school paper adopts this advice, it must find for such stories those that are powerful, original, and fresh—stories that appeal to practically all the students. A review of a new book, for instance, may be made so fresh and interesting that it comes under spot news and is worthy of a lead on first page. Certainly there are more possibilities in such a story on the right book than in the advance on the big game, all angles of which the city papers have been playing in detail for a week prior to the day the school paper is issued.

**Reporting fragments of stories.** In getting a story before it is generally known by the students at large, a reporter often finds himself trying to obtain fragments of the story before the full details are ready to be announced. Generally the faculty member who is the source of the story does not want to make known these fragments until the complete announcement is ready, or at least she sees no reason for doing so. The adviser and the staff must educate the faculty to see that, after all, never is there a complete story published; some related angle must have gone before, and some other angle will no doubt follow later.

If the paper can announce the date of the senior play or of the tryouts before these dates are generally known the announcement makes an item of fresh news of more importance than a long story of dull material. If no news at all is forthcoming, the dramatic critic might make news by reviewing the possibilities for different roles in different plays that might be selected. For instance, a senior talented in taking character roles might induce a teacher to select a play with a character lead. The sports writer who knows the students trying out for a particular sport can review the possibilities for positions long before the coach is ready to announce his first-string line-up.

This ability to create stories, or to build up insignificant details in a routine story, is one that should be encouraged by the adviser. The system of capitalizing upon fragments, described above, should aid. Such a story often affords that punch story which is such an advantage to a page, and it turns the spotlight from the known to the unknown.

**Pictures carry interest.** Daily newspapers have heartily endorsed pictures as a natural creator of reader interest. School publications should also carry art each issue, and especially does a cut on page one enliven the appearance. Student editors and business managers are finding that the cost of engravings is far overbalanced by the additional interest in the paper.

Drawings and photographs should be the work of the students, since the paper, after all, can only be justified as a medium of student expression. Chapter 25 discusses this method of building reader interest in the paper.

**Promotion stunts.** Promotion stunts to get the name of the paper before the student body can be as effective as they are for the daily paper. One paper conducts a spelling bee for the entire school, giving prizes to the best spellers. It arranges for contests in the homerooms to determine homeroom winners. These winners in turn appear in an all-school assembly, and are "spelled" down until the best speller is thus determined. Two student editors take turns giving the words taken from a list made up of suggested ones submitted by all teachers; calling the words so that all in the audience may hear. As the participants spell, they are judged by three faculty judges who sit at a table on the stage. Each contestant wears a large card bearing the number of his homeroom. So excited and enthusiastic are the spectators, seated by homerooms, in following their respective candidates, it is necessary from time to time to quiet them. This particular school has forty homerooms.

Bring-a-book week for the library, Bring-a-bulb week for the school grounds committee, and printing a special program for the homecoming day game are a few of the possible promotion stunts that suggest themselves.

Every school paper should build up and carry on a number of these annual traditions that are outside the regular work of editing the paper. They build up the paper's prestige as well as afford interesting material for copy. The spelling story carried interest for five consecutive issues.

### MAKE-UP ADDS INTEREST

**Helping the reader.** If reader interest is ever to reach its peak in the field of high-school journalism, editors must place greater emphasis upon editing and displaying the news. It is one thing to gather sparkling, fresh, and unusual stories; it is another to have them radiate these qualities after they are in print.

The matter of make-up was discussed in Chapter 24, but certain comments are worth repeating here.

**Keeping a newsy appearance.** Usually the school paper looks upon its third page as a feature page, there running the week-by-week columns that the students follow closely. Uniform locations and uniform headings on these features enable the student to turn immediately to them. However, too many columns with cuts or other set heads may eventually detract from the newswiness of the paper—swinging its appearance toward the magazine. It is so easy to fall into the habit of issuing the "same paper" week after week with but new words in the heads and the columns.

**Editorials on page one.** Placing a special editorial on page one doubles the reader interest, and it is a trick that should be tried occasionally by every paper.



However, it would be "riding a good horse to death" to do it over two or three times a semester.

**News briefs.** It has been found that people, especially women, read almost everything which has been broken into short paragraphs resembling personal columns. A school paper, limited for space as it is, should run as many different stories as possible on the front page. A "News Briefs" column, consisting of eight to twelve short news items, can make a great appeal on the page. The items can be separated by short dashes, conservative ornaments, or ten-point heads. If heads are not used, it is a clever trick to set the first line of each item boldface.

### MEASURING READER INTEREST

**The drop-out method.** The alert daily paper checks from time to time the effectiveness of its features. One of the most common procedures is to drop a particular feature for a few days to see if there is any resulting demand for its return. Although this system has been used successfully from time to time, it after all does not give a true picture of reader following. The bulk of readers who like the feature may not go to the trouble or have the time to write to the paper about the matter. The daily paper can use this better than the weekly school paper.

**The questionnaire method.** Questionnaires to readers, asking them to rank features by preference, is a second system used. To this system, although it is considered better than none, the readers usually respond by placing their tastes on a level higher than they really are. They are apt to do this even though they are told not to sign their names to the questionnaire. See Example 289.

**The interview method.** A more popular type of survey, considered by the dailies that have used it as more desirable than either of the other two, is one built around the interview. It lends itself to use in the schools. It assumes that the reader naturally reads the articles of interest to him, and that his preferences can thus be determined by a study of what he actually reads in the paper. The survey might be conducted by a school paper in some such manner as this:

The entire student body is broken up into small groups of about thirty-five students, with one staff member assigned to each group. No doubt homerooms will make natural divisions for the survey, since they are usually about this size. The reporter interviews them individually, using one copy of the last issue of the paper for each student. The interviewer sits down with the reader, places before him a copy of the paper, and goes down every column with him, checking each article he has read. To the question, "Did you read this article?"

## A REMODELED BLUE AND WHITE—LIKE IT?

By giving you some of the latest improvements in school newspapers, we hope to make the Blue and White more interesting to you. At the first part of the year we made several changes, not only to make the publication better but also more democratic.

We have tried to get fairly the news of the activities that you want to know about. The members of the staff know what you want and do all in their power to give it to you. Sometimes we fail but not because we don't try.

After careful observation the editor feels that not more than three per cent of the student subscribers read editorials. Therefore, since you pay for the paper, it's stupid to fill up valuable space with something you never read. Beginning with today's issue the editorial space will be limited in order that the "K. H. S. Poll of Opinion" may occupy the rest of the column.

In this way you will have the opportunity to express your opinion in the editorial column. As a courtesy of Eugene W. Street a pass will be awarded each week to the person whose question is used and whose name is printed with the question.

The new make-up on the front page is novel and we hope you will like it. Either this week or next week a ballot will be pub-

lished in the Blue and White on which you may vote for the units of the paper which you like and also make suggestions as to new features or ideas you would like.

At the beginning of this year one feature was dropped because it dealt with approximately the same twenty-five people each week. Our aim is not to please twenty-five but the other 1075 subscribers.

We believe the Blue and White should be purely for the students and we'll make it as nearly so as possible.

### I Read the Following in My Blue and White:

- |  |                          |
|--|--------------------------|
| The general news stories   | <input type="checkbox"/> |
| The editorials   | <input type="checkbox"/> |
| School Daze  | <input type="checkbox"/> |
| It's on the Screen   | <input type="checkbox"/> |
| The Spectator  | <input type="checkbox"/> |
| Who's Who at K. H. S.  | <input type="checkbox"/> |
| Society and Clubs  | <input type="checkbox"/> |
| The features   | <input type="checkbox"/> |
| The Blue and White exists for and by you, the student body. Let us know what you want in your school paper by voting for your favorite columns and giving this ballot to your group teacher. |                          |

*Blue and White*  
Knoxville High School  
Knoxville, Tennessee

*Example 289*

he secures a "Yes" or "No" answer. Even though the reader says he usually reads a certain feature, it is not marked unless it has been read in the particular issue at hand. After a time the reader will take the initiative in pointing out the articles he has read.

Daily newspapers that have used this system say that through research it has been shown that poor memory and dishonesty on the part of the reader are of no appreciable consequence. However, the readers should be consulted within one or two days following the date of publication. Once the school paper has thus interviewed its student body, it has valuable data by which to revise its offerings. The staff must be carefully trained for this task. It is well

to train the interviewers before they approach the student body, and to hold another session after each has made his first interview. To be effective, this plan calls for much hard work on the part of the staff. Perhaps it would be used only about every fourth semester.

**The observation method.** If the school paper is small, there arises the possibility of most students reading all of an issue, even though not particularly interested in parts of it. This suggests another method of determining real interests, although it is rather subjective and difficult to administer. This is to watch the pupils as they first secure the paper to determine what they read first. This can readily be done if the delivery is made during the homeroom period when nothing else is taking place to interfere with their immediate perusal of the paper. A staff member delivering to a particular room remains long enough to see which page is read first by each student. He jots down the number who read the front page first, the number who read the editorial page first, and so on. He can even note which section of a page is read first, thus giving an index to reader interest in respect to specific features. He is observing, not asking, in securing his data. One school that regularly delivered its papers to the students' lockers on Friday during the last period, deliberately changed for two weeks to a first-period homeroom delivery in order to make the study mentioned here. Further details and forms for the staff member to use in this type of survey can be worked out for the sake of speed and accuracy.

**Doing something.** It little matters which of these procedures is followed. It is a case of doing something. In any case it means careful planning and execution by the staff if results are to be interpreted as helpful. Every school paper needs to make such studies once a year. If a school is too large for the undertaking, the survey may be conducted a class at a time. None of the methods mentioned above are outlined in detail. The details will depend upon the particular school making the study.

Until these simple methods of research are brought into play by the school paper, until it sees its success dependent upon something more than merely getting out a paper on time, then high-school journalism is not going to take its next logical step in the direction of progress. Reader interests are going to have to be recognized on a realistic rather than on an idealistic plane to which they have heretofore been elevated. It's what the student is interested in that counts, not what he should be interested in.

## WORK SHEET NUMBER 28

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*Step 1:* Read carefully this chapter and other references on the subject of reader interest.

*Step 2:* A daily newspaper in a metropolitan city often caters to a particular type of reader. For instance, the *New York Times* and the *New York Daily News* appeal to two different groups. Study carefully two different daily papers, and write a 200-word statement of the apparent characteristics of their readers as indicated by what is printed and how it is printed.

*Step 3:* Use the material developed in Step 3 as the basis of a class discussion on the subject.

*Step 4:* From the last issue of your own school paper enumerate in order of importance the five things in the paper of greatest interest to you personally. Do the same for the student body as a whole. Now compare the two lists.

*Step 5:* Use the results of Step 4 as the basis of a class discussion. By tabulation determine the five things of greatest interest to this class. What were the elements that accounted for this interest?

*Step 6:* How is this class in comparison to the entire student body in respect to interests? For instance, if you are juniors, what would you think freshmen would be interested in reading in the paper that you would not?

*Step 7:* Show where the paper is succeeding in pleasing the students and where it could be improved.

*Step 8:* Write a 200-word story of some classroom that should be appreciated by a fair percentage of the readers. What would you consider a fair percentage?

*Step 9:* What appeal does your paper make to the parents? Could or should it do more in this respect?

*Step 10:* Tabulate, by dividing the work, all the names that appeared in the last issue of the school paper, and the number of times for each. Discuss as a class the situation revealed.

*Step 11:* Find a school exchange that reflects good reader interest and explain the reasons for your opinion to the class.



## 29. Putting the Paper to Work for the School

### THE EDITORIAL CAMPAIGN

**The function of the school newspaper.** In almost any statement concerning the function of the high-school newspaper will be found some expression of the idea that the paper should be effective in expressing and directing student opinion, and at times even community opinion. It may be a medium through which the students speak and it may also be a medium through which the opinion of the student body is directed and crystallized.

Both of these functions are in keeping with the trend that journalism at large is taking—namely, the trend toward the interpretation of the day's news. This may in no small way indicate the influence of the interpretation of news by the radio commentator. A great many school papers are realizing the important role that the high-school paper may play in this respect.

**The editorial platform.** The statement was made in Chapter 8 that the opinion expressed in the editorial columns should be away from individual opinion and toward group opinion. This statement implies that the group, namely the staff or a smaller editorial board, must come to a common understanding as to what it favors or approves and what it is opposed to, as a matter of editorial policy. While slipshod tactics are often resorted to in determining editorial policy, the most democratic method is through the staff meeting or the editorial board meeting where pros and cons are discussed and where eventually a group decision is reached. Many papers use the idea of the editorial platform, three samples of which are given as Examples 290, 291, and 292, on page 408. These are printed statements of policy usually appearing in the editorial columns just below the flag. They express the group attitude of the staff toward problems and situations most of which are directly connected with school life. While it is not absolutely necessary that the staff print its platform, still anything that is worth advocating is worth presenting regularly in some definite and organized form. Printing the platform weekly helps to keep the issues before staff members as well as the student body.

**A planned program.** Once the paper has decided what its attitude is to be toward certain issues, and once the platform has been presented to the student body through the columns of the paper, some constructive campaign, through which the ends desired may be realized, is in order. Otherwise, the platform is nothing more than a list of high-sounding statements. Such a campaign cannot be a hit-and-miss proposition if it is expected to be effective. Instead, it must be planned, discussed in staff meeting, and an accurate step-by-step procedure must be laid out. The campaign might be limited to a series of three or four editorials, or it might be made broad enough to include cartoons, symposium interviews, interviews with teachers or prominent students, student polls, and even special editions.

## THE DEMOCRATIC CONCEPT

**The power of the press.** The school paper, not unlike the daily paper, may be an extremely powerful device. It may even go so far as to become a virtual dictator of student affairs, and it is against this evil that the authors wish to advise school-paper staffs. Quite often the staff of a school paper is composed of the natural leaders in school affairs. Very often they form a clique and often pride themselves in being able to "run things."

It must be remembered that the schools are preparing students to participate in a democracy and that any educational activity which tends to defeat this purpose has no place in the American educational system. For this reason, advisers and staff members should ever be alert to avoid domination of the student body by the select few who compose the school-paper staff. Such domination by a handful of students, no matter how capable they may be and no matter how good their ideas may be, is not democratic and is contrary to this concept of education.

So the problem of the staff is one of leadership, not domination. The staff should try to get the student body to accept its ideas instead of trying to force them through first. The democratic process is slow, but it is effective. Once the student body has adopted the ideas fostered by the staff, it will be more apt to approve of the results than it will if the ideas are forced through with little thought of the wishes, rights, and privileges of the student body in general.

**Propaganda.** It need not be denied that the discussion here bears implications of propaganda. This word need not bear the malicious connotation so often given it, but it must be recalled that propaganda is concerned with one opinion or one side of a question only.

## THE RED AND BLUE ADVOCATES

As a representative of Reno High School, the Red and Blue would like to place its policy before the members of Reno High. The following points were subjected to careful thought and consideration:

1. A program of special days and assemblies to promote and unify school spirit.
2. A school newspaper in the interest of the entire student body.
3. Efficient coordination of student activities with an equitable distribution of offices.
4. An opportunity for students to express themselves freely through the publication of letters to the editors and other contributions.
5. Stimulation of interest in school, community, and national affairs.

*The Red and Blue*  
Reno High School  
Reno, Nevada

*Example 290*

## *The School Spirit Advocates . . .*

Broadening the scope of the activities of the Student Council, and complete cooperation and interest in the Council from the student body.

A complete new numbering system for classrooms.

Increased attention on spring sports to include better planned pep assemblies, wider participation in all minor sports and if possible, tennis courts on the school grounds.

A review of the principles of sportsmanship by the students and an active campaign to display these principles at all times.

Reformation of the demerit system, to punish such misdemeanors as tardiness in proportion to their seriousness.

Elimination or consolidation of overlapping honor organizations so that duplication of purpose and membership can be held to a minimum.

A minimum of donations asked of students and those few donations should be on a purely voluntary basis.

*The School Spirit*  
Bosse High School  
Evansville, Indiana

*Example 291*

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### The Weekly's Platform for Hyde Park:

1. Efficient Student Government.
2. More School Spirit.
3. Better Community Relationships.

*The Hyde Park Weekly*  
Hyde Park High School  
Chicago, Illinois

*Example 292*

## *A Specific Editorial Campaign*

Examples 293, 294, 295, and 296, which follow below, tell in part the story of how one newspaper spent a year advancing improvements for the school. The plans for the campaign were formulated soon after school opened in September, and the first step taken was to conduct a student poll to determine what the student body felt to be the four most needed improvements. In this clever move the staff not only aroused student interest in its campaign, but it placed the student body itself out in front as the group demanding improvements, with the newspaper behind them as the supporters of the movement. This poll was reported in a news story on October 3 (Example 293). In the same issue appeared an editorial (Example 294) discussing the results of the poll.

In a later October issue, another news story—the lead story on front page—appeared, bringing up to date the progress of the campaign (Example 295). As noted in this account, initiative has been shifted over to the Student Council where efforts are being concentrated on one of the four projects—electric fans for the study halls. The behind-the-scenes action can be imagined. Perhaps the staff of the paper did not leave it to chance for the Council to show this interest in the campaign. No doubt the editors of the paper saw to it that the question was brought up in Council meeting.

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### **Poll Reveals Students Want Four Improvements**

Because the popularity and hence the power of any organ of public opinion depends on how accurately it represents those it serves, and because good sound suggestions have been slow coming from readers, last week the TIMES asked several hundred Blue and Golders this question:

In deciding upon a constructive campaign for the coming year the Miami High TIMES staff would appreciate your suggestions. What improvements would you like to see in MHS school life?

These four replies, in order, were the most popular:

- (1) Electric fans, or some other cooling system in study hall.
- (2) More cold water fountains and keep water cold in those already installed.
- (3) More time for lunch by taking a few minutes from each period.
- (4) More DIFFERENT names in the TIMES.

Since the poll was completed, a plan for securing fans for the study hall has been approved. Staff members themselves can correct the last point. With two down and two to go, there is no reason why all four goals can not be successfully taken care of this year.



*Example 293*

*Miami High Times*  
Miami High School  
Miami, Florida



# *Fans In Study Hall, Cold Water Head Perspiring Students' Wants*

By **BOB COLLINS**

Electric fans in the study halls!

This was the cry of several hundred perspiring students polled last week in a *TIMES* survey to determine the four most needed improvements in MHS.

"Fans not only are necessary," insists senior Ray Chapman, "but I believe they could be had with very little trouble. If every boy in study hall would donate a quarter we could get enough of them to make study period cool enough for everyone."

Added Miss Chloe Mersen, study hall teacher, "Some sort of cooling system would be a fine thing for the *TIMES* to promote this year. We should never have a room so hot that boys sometimes faint from the heat."

Almost as popular among panting Blue and Golders was the cry for more cold water fountains.

Said senior Doris Carpenter, "Existing cold water fountains are out of the way of many students, and often water in them is not cold. More fountains and better service from them is my suggestion."

"More time for lunch" was also a popular plug among those who eat daily in the cafeteria. Suggestions ranged from eliminating homeroom period to gaining the extra time by cutting five minutes from one or more periods.

Dancing during lunch periods was a much-heard request also. Senior Pat Pinkston balloted this one: "The *TIMES* ought to talk up dancing during lunch periods. Other schools have it! Why can't we?"

According to poll results, a sponsor interested in forming one of the following clubs would have no trouble in soliciting members: A radio club, swimming club, bowling club, skating club, horseback club, and poetry club.

Although these subjects were mentioned most frequently, many students expressed interesting though different views on senior privileges, bus stops, school spirit, minor sports trophy, stage committees, courtesy, new cheers, and driving classes.

**RUTH READE:** I advocate more privileges for hardworking seniors. We've slaved through school eleven long years just to get here.

**BARBARA BUECHLY:** Seniors should have seats first at pep meetings. We can't enjoy them if we don't get there until it's all over.

**BILL HARLEE:** Why not have busses come around Columbia park and stop directly in front of school mornings as they do in the evenings?

**BILL HOURE:** We could do with a lot more noise in pep meetings.

**BERT SHRINE:** Somebody should tell sophs it's all right to open their mouths during cheers.

**BOB BECKHAM:** The name "TIMES Minor Sports Trophy" should be changed. The title belittles it. How about "TIMES Award For the Most Outstanding Athlete In Sports Other Than Football"?

**JACK BLACKBURN:** Form a stage committee made up of members of all organizations that use the stage. This would help to settle conflicting interests.

**NINA TALKINGTON:** Let's teach the boys some manners. I am tired of having my little Austin pushed into the park.

**RUTH STEICH:** How about some new cheers?

**LINDA MAE ANDERSON:** Now that the war is over, the school should resume driving classes. I know plenty of people who would like to take them.

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*Miami High Times*  
Miami High School  
Miami, Florida

# Council Acts On Estimate From Student

Relief from heat in study halls by electric fans is at last in sight.

Acting as a one-man committee to secure an estimate on the cost of buying and installing fans, senior Stanley Axlrod has reported to his homeroom Student Council representative an estimate made by Mr. Armour White of Lowry Electric Company when he visited Miami High, Oct. 10.

According to Mr. White, this overheated condition in study halls is caused by heat rising from the cafeteria kitchen which is directly beneath boys' study hall. Coming up through the wooden floor, the heat circulates through the two study halls and library.

## EXHAUST FAN NEEDED

An exhaust fan would be the only solution to the problem as regular fans would only circulate the hot air. If an exhaust fan were put in boys' study hall, only pedestal fans would be necessary in girls' study hall and the library to circulate the cold air coming from the boys' room.

To install the necessary 60-inch exhaust fan, Mr. White suggested that knocking out the north middle window of boys' study hall would be the cheapest method. However, since this location would cause a direct draft

on sections of the room, knocking out part of the wall just above this window would be the most logical plan.

With doors closed, the fan could draw out warm air and circulate the cool air with aid of two pedestal fans in girls' study hall and two in the library.

## WILL COST \$300

Cost of exhaust fan would be about \$300 and \$75 for installation. Pedestal fans would cost \$120.75 each.

Presented to Student Council Oct. 10 by Mildred Lunas, Room 255, the estimate has been referred to the Building and Grounds committee headed by Jewell Buckner, Room 258. Since Axlrod is familiar with details, Jewell has asked him to join her committee temporarily although he is not a member of Student Council.

This committee has decided on several steps which might be taken to secure the fans, and at Student Council meeting this afternoon a final decision will be made. Among steps considered are: having specified donations made by persons using study halls, having Student Council make partial payment or having Student Council petition the School Board along with a requisition from Principal W. R. Thomas.

"At the request of a member of the School Board, I made an estimate for fans two and a half years ago. However the idea was apparently dropped as no further steps were taken to secure the fans," related Mr. White.

*Miami High Times*  
Miami High School  
Miami, Florida

*Example 295*

The fourth story to be printed (Example 296) reports further progress and the definite promise of electric fans and water coolers before the end of the school year. Notice in this story that the principal is being quoted and also the president of the Parent Teacher Association. By this time the newspaper has allied these forces in its campaign: the student body, the Student Council, the administration of the school, and the Parent Teacher Association. Photographs were used effectively to keep up interest in the publicity. Other stories followed later developments throughout the year.

# Fans, Water Coolers May Be Secured By P-TA For Miami Hi This Year

If present plans to secure both fans and water coolers this year are completed, the 904 Miami High students who preferred fans and 1018 who desired coolers on a recent TIMES survey will each see his choice of facility installed.

"Plans for securing coolers are already under way and fans will also be installed before the year is over if they are feasible," announced Principal W. R. Thomas last week.

Although the TIMES survey stated that the P-TA would undertake only one project a year, Mrs. L. A. Bonsteel, president, revealed that they will have two this year.

A type of cold water drinking fountain, similar to those in the school cafeteria, has been located, according to Mrs. Alfred Harrington, president of P-TA last year, who is now working on the cooler committee with Mrs. W. L. Mussett. It is thought that these fountains will not be approved as they would take up a great deal of room in the halls and might obstruct the movement of students. Another type is also being considered and a reply to a letter concerning them is being awaited.

The cooling system will be placed in the last wing on all three floors.

In 1945 Mrs. Glen Martin, then president of P-TA, had located coolers to purchase but was unable to buy them as the P-TA did not have

enough money. \$200 had been put aside for the project that year and \$200 in 1944. By 1946, when Mrs. Harrington was president, the coolers could not be secured because of limitations on such facilities during the war.

At present the combined P-TA and Student Council fund for the coolers amounts to nearly \$700. When the coolers are purchased the balance will be paid by the P-TA and Student Council.

At a recent P-TA board meeting the installation of fans in the study halls was discussed. Approval of the school board must be had before any work on them could begin and an architect must investigate and report to the board as to the advisability of installing the fans.

Placing gates at the four entrances to the building from the east patio had been considered by the P-TA as a project. Last week the school board had gates installed and relieved the P-TA of that expense.

*Miami High Times*  
Miami High School  
Miami, Florida

*Example 296*

The fact that an editorial campaign is naturally dedicated to one point of view, even though there may be sound arguments for an opposite point of view, places that much more responsibility on the staff's determining right things to stand for. But to be the potential influence for right action that it has the chance and obligation to be, the school paper must adopt policies and carry on campaigns, rather than sit back and passively cover school news.

Needless to say, the campaigns of the paper should be in harmony with the purposes of the administration. Such harmony is more apt to be assured when close working relationships are maintained between the principal and the editor. In fact, such contacts have news value, enabling the staff to sense the true editorial significance of school movements. The campaign series reproduced in Examples 297 through 300 reveals a cooperative drive for the creation and support of an employment bureau for the benefit of the students. The repeated appeal carried through the series implies that campaign goals are not always easily attained.

## *Pool Hall Fight Ends in Pen A Thing of the Past*

An argument develops in a pool hall; a switch-blade knife, wielded by a youth, is flicked open, someone throws a punch, and teenagers have made the headlines again.

It's the same story over and over across the nation. Spare time leads to loitering, which in turn leads to trouble—maybe even death or the penitentiary.

Spare time—a high schooler's "public enemy No. 1." It is an accepted fact that crime is due to . . . nothing to do.

Ysleta has its share of delinquents, too, and, luckily, someone realizes it. This someone has had the foresight to suggest a plan for stamping out loitering and spare time, this plan being a student employment bureau.

What is this "employment bureau"? How can it halt the high school crime wave? First, it is a means of obtaining jobs for Indians who have nothing more to do than twiddle their thumbs. In cities where the program has been tried, teenage vagrancy and misbehavior have invariably dropped.

Therefore, this paper's object in providing such a bureau is two-fold: to help Indians make money, and to do away with idleness.

A seventeen-member staff, however, cannot set up this system alone. It will take cooperation and help from the administration, from the businessmen of the area, from civic organizations, and from the Student Body.

How will Ysleta react now and in the future when faced with the "no work" problem? Shall we fight with fire? The Pow Wow thinks so. It is time a student employment bureau was organized.

Days of job hunting will soon be a thing of the past at Ysleta. The Student Council and Pow Wow staff have set up a student employment bureau in the annual office next to Room 105.

This bureau will include a file of all employers who wish part-time help. If you know of any employer who has openings, do your part by informing him of this program.

If you're interested in making some extra money, this is for you. Just hurry to the annual office, give your name to the person in charge, and tell him of your abilities.

Typists and baby sitters will probably be in great demand as soon as the project gets rolling. So if you're a favorite with small children or like to type in your spare time, get your name in as soon as possible.

Remember, this bureau is for you. It will succeed only if it has the support of each student as well as the entire community.

*The Pow Wow*  
Ysleta High School  
Ysleta, Texas

*Example 297*

*Example 298*



## *Jingle in Your Jeans*

An opportunity to gain experience in handling money is being offered to students in Ysleta on a silver platter. This paper is backing Pat Resley's plans for a Student Employment Bureau.

This will give everyone a chance to get a job by simply turning his name and qualification into the Otyokwa Office.

More names of prospective employers are needed. Business men and citizens in the Valley are asked to help in this project.

As long as there is an opportunity to earn more money for dates, movies, and clothes, why not try it? The Pow Wow believes this is something no one should pass up!

*The Pow Wow*  
Ysleta High School  
Ysleta, Texas

*Example 299*

## *Attention, Job Hunters*

Successfully carrying through an editorial campaign may take two weeks—or several years. Another Texas high school recently built a new gymnasium, thanks to an eight year campaign by the school paper.

The disgruntled questions such as, "What happened to the student employment bureau?" are not fair to the students behind the project. After all, a full-scale bureau of this type could hardly be set up in one semester.

Anyone interested in seeking employment is again requested to contact any Student Council member. The job-hunter's name will be filed.

The employment committee chairman reports that progress is being made. Hundreds of personal contacts of employers have been made by word of mouth. Over a hundred letters have been sent out, asking for jobs.

An even bigger plan is underway. This will include sending pictures advertising Indians' workmanship to prospective bosses.

Far from folding up, the project is just now gathering momentum, and your suggestions and patience may carry through the crusade.

*Example 300*

The drives for increased school funds that are so frequently carried on in school newspapers are aimed at public thought and action. It naturally follows that the paper must get into the hands of the parents and citizens if such publicity is to be effective. It is one thing to present the case properly; it is something else to catch the desired reader. It is known that some papers have given a great amount of time and space to stories of this type, but at the same time have given no consideration as to whether or not the paper will reach the homes, the offices, the shops, and the stores.

Surveys have shown that if the paper is delivered to the students early in the morning, or at the noon hour in a school where the students remain for lunch, only a small percentage of the total distributed will get into the homes; but if it is distributed the last thing in the school day a great percentage of the students will carry their copies into the homes. Additional copies, in the case of a campaign for school funds, should be systematically distributed in the waiting rooms of doctors' offices, stores, and shops.

If the staff is carrying on a campaign for school funds, such as the support of a school bond issue, it is quite proper for the school to give the paper extra funds to pay for the extra copies to be printed and to be distributed.

## WORK SHEET NUMBER 29

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*Step 1:* Read other chapters in the reference books, as well as this one, dealing with a newspaper's efforts to promote the public welfare.

*Step 2:* Examine a daily newspaper to determine if it is carrying on any drives or campaigns for the public good. Clip examples of stories or pictures used in this manner.

*Step 3:* Examine past issues of your own school paper until you find an example of an editorial campaign. Analyze the steps taken in the drive. For instance—what types of stories? How many issues did it continue? Any photographs?

*Step 4:* Write your reactions to any one of the campaigns treated in this chapter by listing the strong points of the procedure, and the weak points.

*Step 5:* Look into the school exchange newspapers and determine to what extent school papers carry out this function of helping the school to campaign for worthy causes. Discuss in class your findings.

*Step 6:* As a class decide upon a campaign that might be carried on in your paper. Plan the steps in the drive. Write the different stories, assigning the work among the class members.

*Step 7:* As an individual project, list another undertaking that would qualify as a good campaign, and then outline briefly the plan for carrying it through.

*Step 8:* Assume that your school has never had a good system for choosing cheer leaders, that it is haphazardly done, and that not many students show interest in being yell leaders. Outline a series of steps that the paper could follow to improve the situation.

*Step 9:* Clip from the daily newspapers two examples of editorial platforms. Discuss these in class.

*Step 10:* Does your own paper have an editorial platform? If so, find out how it was determined. Does it seem logical? What evidence can you see that the paper is attempting to carry out these good intentions? How could it improve in this?

*Step 11:* If your paper does not have an editorial policy as indicated in the flag or near it, as a class develop one and present it to the editor for his consideration.

## 30. Extending Publication Work beyond the Newspaper

### YEARBOOKS AND MAGAZINES

IN THE FIELD of student journalism, running side by side with the school newspaper as a publication of intensive appeal is the school yearbook, at times called the annual. It supplements the newspaper and is in no way a competitor. Ordinarily it is published by the seniors, and stands as a review or a history of their last year in school with additional references made to their earlier years in the school. Unlike the newspaper that is issued every week or two throughout the year, the yearbook lives up to its name by appearing just once. The publication date is the last two weeks of the school year in most instances.

#### PUBLISHING THE SCHOOL YEARBOOK

**Financing the book.** Schools have found it exceedingly difficult to finance a yearbook in recent years. Increased costs of publication have forced high schools to plan most carefully in order to keep from facing a deficit at the time of publication. The high price of yearbook covers, color plates, art work, photography, and printing has forced the student staff to take their job seriously. High costs do not mean that this publication is losing out in its large market. Instead, they mean that those who hold the positions on the staff must give the time and thought necessary to carry out the assignment. Although membership on the staff may be taken as an honor, it must first be taken as a responsibility not to be shirked.

Just as in the case of the newspaper, the two main sources of revenue are advertising and circulation. A staff begins planning with a budget figure in mind and a book that is modest enough to come within the budget. To reverse the procedure may mean financial embarrassment. Past experience with yearbooks in the school in question provides a comfortable point with which to begin planning. If it is the school's first venture in yearbooks, the experience of others must be drawn upon. Schools of similar size and circumstances invite investigation. Furthermore, the School Press Associations that are treated else-

where in this text are a rich source of help. Printing and engraving companies that make it their business to publish yearbooks are ready to supply bulletins and company representatives to schools thinking of editing such a book.

**Nature of the publication.** The yearbook stands as a memory book, as a satisfaction of the moment and as a reference for tomorrow. Its purpose establishes its nature, and there is no substitute for pictures. For the most part, they carry the burden of the story, text material doing the rest. A staff that wishes to get an overall impression of the job to be done can do no better than to study a half dozen successful yearbooks. The balance of pictures and words speaks for itself. There is always a place for originality and ingenuity in such a publication, but a yearbook without ample photography is not a yearbook.

If the book is a senior publication, as it usually is, there is still the obligation to publish a well rounded treatment of the total activity of the school for the year. The seniors are usually presented individually while other classes are photographed as groups. Faculty members are often included as individual photographs because of the student interest. Costs of production and limited space make the group photograph a necessity in most other treatments.

There was a time when it was considered desirable to close the book with a jokes section. For the most part this represents one of the early traditions that has passed, since there is little distinction and nothing personal in such a section. It is much more important to preserve a face or a fact in a memory book than a joke that was old before the book left the press.

A record of the sports program, the social life of the school, and similar activities of significance in the lives of the students is the backbone of the publication. It calls for more ingenuity to give proper space to classroom activities, but such cleverness has its reward in reader interest. So much of the student's time has been spent in the classrooms that the curriculum is certainly a challenge to good editorship. The memory of the classroom is to be cherished by the average student just as are the memories of the extra-curricular activities of the life of the school.

**Care in planning and organization.** Although the publication comes out late in the spring, planning for it must begin a year ahead, and the work must progress systematically week by week. The book that is published in May calls for the inauguration of a staff the previous May. The staff begins with a tentative layout of the entire book, called a dummy, which approximates the completed product page for page. As the dummy is developed, the proportionate amount of text material and pictures is indicated on each page. The dummy is planned within the limits of the budget. To gain printing advantages, the book length should be a multiple of 32, such as 128 or 160 pages.

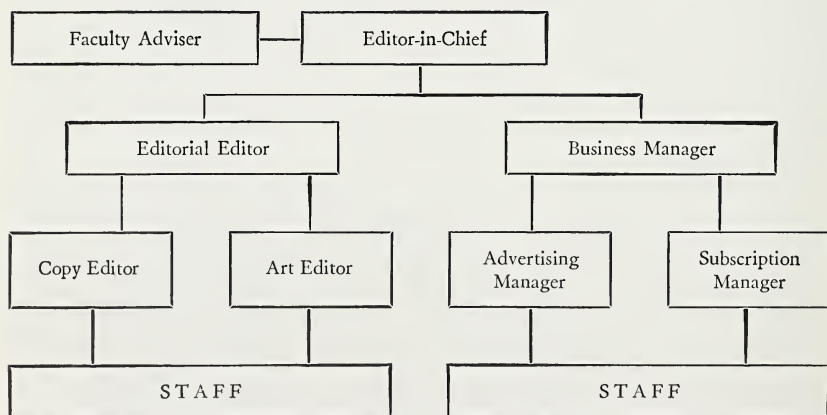


Behind the book is planning, and behind planning is a well balanced staff representing the two important phases of publication work—editorial and business. Working under a faculty adviser is the top editor, usually called the editor-in-chief. The framework that is presented in Example 301 can be filled in with the number of positions necessary to carry out the job represented by the project in question. It stands to reason that the 240-page book would call for a more elaborate staff than a book of 96 pages. The editor-in-chief needs to be good enough to manage a budget as well as to plan creatively the content of the book. Staff members should receive their positions because of promised competence in their respective posts and not because of popularity or patronage.

**Progress chart.** The editor-in-chief needs to know at any moment the state of progress of every aspect of the yearbook. This calls for a detailed record or running account of some sort, such as the one pictured in Example 302.

**Fundamentals of yearbook planning.** The ingenuity and resourcefulness that go into the publication of a yearbook represent something over and beyond the basic structure that is accepted as fundamental. Through its experience in the judging of student publications the Columbia Scholastic Press Association office has reviewed some of the vital details of this planning. These suggestions are listed below by permission of CSPAA, representing the efforts of that office to do everything possible to raise the standards of school journalism.

1. The first, most important detail in planning is to number all pages.
2. Every yearbook requires a title page, which must contain the following data: (a) the name of the book; (b) the year; (c) the school which publishes the book; and (d) the city and state in which the school is located.



Example 301

# A YEARBOOK PROGRESS CHART

that editors find helpful in checking the work of PRODUCTION

PAGE No.	PAGE DESCRIPTION	COPY ASSIGNED TO	COPY DUE	COPY SENT TO PRINTER	DRAWING OR PHOTO ASSIGNED TO	DRAWING OR PHOTO DUE	DRAWING OR PHOTO SENT TO PUBLISHER	PAGE COMPLETED
37	Blank							✓
38	Achievement - Copy	J. H. W.	12/15	12/25				✓
39	Faculty Section	H. Q. B.	1/20	1/21	E. R.	12/31	1/6	✓
40								
41								
42								
43	Classes - Sub-divisional	J. H. W.	12/15	12/25				✓
44	Classes - Divisional				E. S. L.	12/18	1/3	✓
45	Senior - Sub-title				E. S. L.	12/18	1/3	✓
46	Senior - Title				E. S. L.	12/18	1/3	✓
47	Senior Class Officers	H. Q. B.	2/1					
48	Senior Memorial Conv.	H. Q. B.	2/1					
49	Senior Class Section	R. E. S.	1/20	1/21	E. R.	1/10		
50								
51								
52								

Example 302<sup>1</sup>

3. There is no requirement that end pages should be made up of pictures. Plain paper costs less and is often just as effective.

4. Section pages should be placed on the right hand, if possible, to introduce each of the divisions into which the content generally falls. Unless the adviser and the staff are experienced and have definite plans for making the book vary from the conventional, the divisions should be as follows: (a) Administration and Faculty; (b) Seniors; (c) Underclasses; (d) Activities; and (e) Athletics. It is far better to place on these section pages pictures of people or sights local to the school than to purchase them from the publisher.

5. Since balance is necessary on pages which face each other, the layout should be made on two pages at a time: left and right. Margins, headings, pictures, and copy should all balance to a reasonable extent.

6. When the layout is in progress, bottom, top, left, and right margins should be laid out as the adviser and staff think best. These details must not vary anywhere in the book. Copy or headings must never step outside the margins, but bled-off pictures may extend to the edges of the page.

<sup>1</sup> This example is taken from the *Warren Yearbook Progress Chart*, developed by the S. D. Warren Company, 89 Broad Street, Boston, Mass., and reproduced here by permission of the publishers.

7. Many effective headings are only captions, but the outstanding books are generally using "running titles"—full statements extending in balance across every page. These statement-headings should answer as many of the Five W's as possible: Who? When? Where? Why? What?—and be as closely connected with the copy as can be accomplished.

8. Good photography is valuable in a yearbook, but it cannot stand alone. Copy is necessary to explain the details of every story that a picture suggests. The editorial staff is the historian of the year. If the history is to have value, it must be detailed and complete, recording the activities of every class, club, organization, and team in the school. Writers must not make the error of explaining what a club was organized for; they must tell what the club did during the year, who did it, where, why, how, to what effect. As many names of students as possible should be printed.

9. Pictures without captions are meaningless. What are the people doing? Who are they? Identification of all people in group pictures, by name, should always be included—unless the group is very large. Groups of more than 18 or 20 people are too large; they should be broken up into smaller sections, and printed large enough so that all faces can be recognized.

10. Type used for write-ups should be large enough so that the reader's eyes will not be strained. Years of experience have shown that a 10-point, light-faced type is best, because it is easily read and is ornamental on any page. This copy-type should not be changed anywhere in the book. When copy is written, or when page proofs are read, copy must be edited—added to or subtracted from—so that write-ups will fill the allotted spaces. This is generally to the bottom margin of each page.

11. Photographs should generally show people or groups in action, that is, informally. Faculty members may be pictured at their desks, reading, talking, even cooking. Senior portraits are always formal. Underclassmen, when the groups are large, should be broken up into smaller sections. Above all, sports pictures should be action shots, and should be printed large enough so that the details of the action are apparent. It is always better to have one large clear picture than ten small, dull ones.

12. There is nothing in the book more important than photographs and copy showing classroom work. Insofar as possible, every subject taught in the school should be pictured and discussed. Yearbooks have been severely criticized by readers for omitting this vital information.

13. Vague headings, such as *Senior Play*, are bad. Name the play. In the copy write a criticism of the production, giving names. Caption photographs with information that describes exactly what is occurring.

14. The Class Will, Class Prophecy, and Class History, long ago very popular, have sunk into disuse. However, if the editors must include them, the pages of solid type should be broken up with drawings, candid pictures, or cartoons. If a will is included, it might well be printed in legalistic English, witnessed, and sealed. By all means, let no heading read *Class Prophecy* or the like. A definite heading is needed, such as *It Could Happen Then*.

15. Photographs with large useless backgrounds should be cropped before they are used. In a yearbook, as much as anywhere else, the people count most. Let the unnecessary backgrounds and foregrounds be cut away, so that the staff will not pay their money for useless space.

16. In selecting an idea or theme for the book, great care must be used. This idea must be such that it is apparent on every page, in every write-up, all through the book. Nothing is of greater help in carrying out a theme than statement headings on every page which connect the theme with the copy. No intangible theme should be pictured, or it is likely to become ludicrous.

17. The dedication of the book should be simple and formal. Dedications, however, are not vital to a good book.

18. A hard cover is generally preferable to one which is padded, for it holds its shape and firmness better.

19. Members of the staff and the adviser should "see" the book as often as possible while it is being printed and bound. Every photograph, every engraving, every word on every page of type should be rigidly inspected before the final printing is done. If photography is blurred, if there are wasted splotches of white space, if type fades out because of poor printing, if copy does not reach—and stop at bottom margins, if there are misspellings or errors in composition, all that is the fault of adviser and staff, for they have the right to insist upon their orders being carried out.<sup>1</sup>

**Setting the budget.** The first rule of yearbook management is to set a reasonable budget and live within it. By *reasonable* is meant an expenditure figure that can be matched by equivalent revenue. For example, if it is determined that as much will be raised from advertising as from subscriptions, exploratory estimates might well begin with the number of copies of the book that could be sold. If this number is 600 in a high school of 1200 pupils, a price of \$2.00 would mean a budget of \$2400. If planning with the printing firm leads the staff to think a budget of \$3000 is desirable, the price must go up to \$2.50, other revenue must be arranged, or the plans must be altered. On the next page is a list of ways that revenue has been added by yearbook management.

<sup>1</sup> These suggestions have been supplied by the Columbia Scholastic Press Association, and are carried here with their permission. The pointers appear in the CSPA manual, *Yearbook Fundamentals*.



1. In the case of the individual pictures of the seniors, charging each a nominal fee to help finance the engraving.
2. Securing the seniors' prints free from the photographer in exchange for awarding him the contract to photograph the seniors, his revenue coming from the extra portraits sold to the students.
3. Charging clubs and organizations a reasonable fee for the inclusion of their group photographs.
4. Avoiding expensive professional art work.
5. Avoiding expensive color layouts.
6. Using an inexpensive yet attractive cover.

The staff must always push the number of sales to the limit, since the average cost of producing each copy of the book decreases with the increase in the number of books printed. Running extra copies after the minimum figure contracted represents only the cost of paper, binding, and printing.

At one time the very idea of publishing high school yearbooks was severely questioned, due to the extremes to which schools had gone in their elaborate planning. Today we are in a period of modest yet functional and effective yearbooks.

## THE SCHOOL MAGAZINE

The third member of the school press family, and the eldest of the group, is the school magazine. Since its beginnings early last century, it has remained devoted to its original purpose, namely—providing an outlet for creative ability. Its pages represent a collection of the best literary and art effort of the students. In its very existence, it represents not only a selection of such work but likewise a stimulus to such effort.

**Distinctions in publications.** The newspaper purports to report the school's happenings, the yearbook to record its history, while the magazine seems to say, "Here is a story—a poem—you should read, here is a drawing you should see."

At times a school is careless in distinguishing the characteristics of the three publications and will issue from time to time a publication that bears features of all three. It may carry class photographs as would a yearbook, record the accounts of sports events as would a newspaper, and contain students' compo-

### Autumn Woods

A forest in autumn —  
Tall straight dark columns  
Supporting a burning ceiling  
Whose fragments  
Drift  
Downward  
To the swirl, swirl of our feet.

MARK SHARNOFF

### Dusk

Dusk tiffs in.  
The wispy clouds shift and  
Stray along the darkening sky.  
The wind steals  
Through the trees.  
It is the hour of reminiscence.

WILLIAM BERNHARDT



Carol Pollast  
Eileen Bruser



Barbara Brenner  
Bernard Aptaker

Bernard Aptaker  
Eileen Bruser

## The Picture is Black

By ROGER CHRISTENFELD

MY MOTHER WAS ON THE phone again, or maybe she was on the phone still. The correct word to use in this case is always sort of elusive. The low, intense drone of her voice was punctuated, on schedule, by her squeals of anxiety. She gazed, abstractedly, out into the morning light and overflowed with quiet, troubled excitement as the repeated, from memory, her most recent troubles with me. She sat, hunched over the phone, on the extreme edge of a blonde-wood chair which was built in such a way that there was no actual seating space except on the edges. No matter how often I heard this current routine it never ceased to fascinate me.

"This horrible episode has unnerved me terribly. Henry and I are completely at our wit's end. Neither Freud, nor Durwan, nor even Merin Fishbein could explain what's behind it. What have we done wrong, Louise? We don't know which way to turn any more. Dr. Groob's visits seem to have had no effect on Jimmy, but I'm afraid they're having a terrible effect on Dr. Groob. Why does this have to happen so

27

Upper magazine:

*Chips*

Bethesda-Chevy High School

Bethesda, Maryland

Lower magazine:

*Cargoes*

Abraham Lincoln High School

Brooklyn, New York

Example 303

sition work as would a magazine. In make-up, such a hybrid is more apt to resemble the magazine than its other two parents. It is well for student journalists to know exactly the purpose of their efforts, and choose the proper publication to achieve them.

**Artistic standards in make-up.** It is somewhat futile for a magazine staff to spend effort selecting the outstanding literary and art work of the students, and then publish it in a sloppy, hodge-podge manner that violates the artistic sentiment or purpose that underlies the magazine's very existence. As a whole, the magazine itself must stand as a creative production. The first impression of its cover, and the first reaction to any page to which the reader may turn, must be pleasing. Otherwise, the reaction to the pieces of student work within it would be blemished before they were ever read or seen. The job of layout and planning invites the best artistic talent in the school.

The magazine, like the yearbook, is a publication in which a single page cannot be planned or envisioned alone. A page is half of the whole, the total including its opposite page. The total, the even-numbered page on the left coupled with the odd-numbered page on its right, represents the challenge to artistic make-up. In Examples 303 and 304 are reproduced some double pages from high school magazines that practice this basic principle of magazine planning. The appealing appearance of any single page in these examples could easily have been lost had the editors failed to arrange its opposite page—its partner—in good taste and balance.

**The staff and content.** There is more variety in the positions found among magazine staffs than in those of papers and yearbooks. This variety may reflect the greater diversity in this field of student publications. Starting with the idea that responsibility must be designated for the various tasks, the number and nature of positions reflect the size and nature of the magazine. There must be an editor-in-chief, and a business manager if funds have to be raised to finance the project. Example 305 shows staff membership.

Since the content is divided between literary and art work, staff positions would be needed in both areas. Students with interest and talent in these fields are apt to be attracted to staff participation. Consequently, it is natural for many staff members to be drawing upon themselves for content. Good leadership on the part of faculty advisers will guard against the danger of students outside the project looking upon it as a closed corporation, unsympathetic to their own creative efforts. The success of the magazine depends upon open connections with all possible sources of material in the school. School magazines include essays, short stories, articles, features, poems, sketches, and art work. Some magazines include the original music compositions of students.





## THE PENMAN

**Norma Small**  
EDITOR-IN-CHIEF  
Sally LaBoon  
ASSOCIATE EDITOR  
Betts Henshaw  
POETRY EDITOR

**Happy Hansen**  
BUSINESS MANAGER  
Marilyn Fields  
CIRCULATION MANAGER  
Barbara Rothman  
ARTICLE EDITOR

**Mini Bauer**  
ART EDITOR  
Carol Dunn  
PUBLICITY MANAGER  
Nancy Parker and  
Carolyn Stolt  
SUBSCRIPTION MANAGERS

### EDITORIAL STAFF

Kathleen Blake, Ralph Buck, B. French Carter, John Christensen, Ann Dixon, Kay Erickson, Barbara Lee Hickman, Ron Hill, Virginia Holinger, Mary Jane Howan, Patricia Hough, Sally LaBoon, Adam McMurtry, Fred Ocasnyan, Don Steiner, Joyce Slater, Adrian Timley, Ann Williams.

### ART STAFF

Nancy Chick, Anna Conklyn, Mary Dickson, Ann Dixon, Adrienne Ellis, Happy Hansen, Marilyn Norquist, Frances Sutcliffe, Ann Wilson.

### BUSINESS STAFF

Carol Dunn, Ronnie Hill, Marilyn Norquist, Jean Nichols, Barbara Rothman, Betty Smith.

### CIRCULATION STAFF

Martha Allston, Linda Ambrose, Barbara Barber, Betty Barry, Helen Collins, Connie Campbell, Phyllis Carter, Jean Chauslin, Edna Condon, Dottie Donbaski, Carol Dunn, Barbara Gillingham, Ernie Goetz, Robbie Goetz, Margo Goodall, Happy Hansen, Tom Hazlett, Pat Hendry, Roland Irwin, Sherlene Johnson, Pat Kiny, Edna Kuyling, Sally LaBoon, Earline McIndoe, Hilda McMillan, Ann Michel, Janice Nicely, Katherine Ogilvie, Jan Pettit, Virginia Rodgers, Adrian Timley, Shirley Winston, Fran Worrick, Janice Nicely.

### PUBLICITY STAFF

Anna Conklyn, Sylvia Hansen, Barbara Hendry, Barbara Rothman, Marilyn Norquist.

### FACULTY ADVISERS

Mrs. Mary Cancell, DEBORAH  
MEMBER OF S. I. P. A.

Mrs. Rosalind Farley, ART ADVISER  
MEMBER OF C. S. P. A.

## THE PENMAN

Vol. VII, No. 3

SPRING, 1953

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Double page from *The Penman*, Washington-Lee High School,  
Arlington, Virginia

Example 305

**Some miscellaneous pointers.** In this limited space it is not possible to treat the many aspects of this topic. The following are but a few of the many pointers that students will run across as they go into further study of this field.

1. All contributions must carry the names of the authors and artists.
2. The standard of work selected for print needs to be kept at a proper level. It is better to issue a smaller magazine of quality than a larger one that includes inferior work that is not deserving of recognition.
3. The magazine must bear interest to the student body in general as well as to the contributors.
4. There is no preferred number of issues a year. The more common number seems to be three or four a year. In the beginning, one or two well done would be better than three or four poorly prepared. The student journalist must always remember that quality comes before quantity. If a school has a good newspaper, maybe two magazines would round out the literary need. If no paper exists, maybe four or six magazines with a broader editorial base would be a good goal. At least, it can be concluded that this is a matter for the local school, depending upon its local conditions.

PHYLIS LARUE



MY ENTIRE summer this year was spent not far from Roanoke wandering about through the hills and valleys described by the last of the great American historic avengers.

MY ENTIRE summer has been spent not far from Roanoke wandering about one avenue, a thoroughfare described by the late President Roosevelt as "the most historic avenue in the South." Meigs in Williamsburg the winter of 1780.

of life apparently decided to stop in 1760.

Duke of Gloucester Street, as one might  
I studied it carefully, humbly, as one might  
photo album of his ancestral family, eager  
cord each detail of the people, land, and  
from which I had sprung. As I walked along  
among each day, I walked back into Time

However, as it takes time to clear the time destroy. That is was with World War II and Civil Wars destroy

The Revolutionary and Civil wars of the colonial city and, as later generations of the city found before the needs of the millions

But largely by the combined efforts  
— A. Goodwin and John D.

It, men who dreamed of recreation  
— Williamsburg, the colonial  
original app

restored nearly to its original app

I toured each historic building in turn, examining each and found each had a charm of its own, characteristic of its type of trade. Still, among such profusion of charm and history, I found a favorite building early and I will recall the impressions of my discovery!

We were being conducted by a ...  
the course of our tour, entered a singular ...  
gave to see before us the magnificent brick ...  
ture of the Governor's Palace. Two smaller ...  
things flanked it, so we visited them first.

In the building guarding the Palace immediately to the right, the governors did their office work. There were no windows there for any reason.

from the night, I saw  
employing other rooms there  
overflow of guests. We did not pause  
but I noticed, in passing, the part of  
the principal resting on the governor

had been, I reflected, still there was so  
he said of a custom which made for c

In the other brick outbuilding, I was informed, lived the Palace's poet.

any avenue, and as one might expect to re-

any intrusion; the floor plain  
wide, and fastened with wood  
base table adorned the cen-  
ter, against which plain, un-

to create, so often  
with Williamsburg.  
Wiers destroyed much  
of the original furniture.

During the short war

the colonial city has been original appearance.

original text.

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## LITERARY-ART MAGAZINE

BRONX HIGH SCHOOL OF SCIENCE  
Dr. Morris Meister . . . . Principal



*Natalie Finney*  
*Staff*

[illegible]

Example 306

*The Dynamo*  
Bronx High School of Science  
The Bronx, New York

5. The material must be well edited. The rules of good grammar, punctuation, and spelling are demanded in school press work, for the publication goes out as the school's best effort in educational attainment.
  6. Good taste in the selection of material must be practiced at all times.
  7. There must be good working relationships between the art staff and the literary staff. One type of work balances and contributes to the other.
  8. Utmost care should be taken in the title page. Among other things, the reader should be able to find the name of the school and its address, the volume and number, the frequency of publication, the price, and the staff and advisers. The table of contents is an essential feature.
  9. Advertisements, in layout and typography, must maintain the high artistic standards of the remainder of the magazine. Neglect in the proper presentation of advertisements will nullify earlier accomplishments.
- In school magazine work, just as in other publication endeavor, one of the best helps is the study of good examples. There are two sources, the magazines on the newsstand and those that are being issued by schools.

# The Garfield Messenger

*Published weekly by the Students of Garfield High School*

WARREN M. HAZZARD, adviser • 24th and East Jefferson • Prospect 0030 • Seattle 22, Washington

## WALTON LOG

*Bi Weekly Newspaper*

WALTON HIGH SCHOOL • BRONX, N. Y.  
195 St. & Reservoir Ave. • FOrdham 7-1228

FRANKLIN HIGH

POST

5446 S.E. WOODWARD ST.  
PORTLAND 6, OREGON

Published Weekly by the Students

## THE VOCATIONAL CRIER ★ ★ ★

VOCATIONAL HIGH SCHOOL, THIRD AVENUE SOUTH AND ELEVENTH STREET, MINNEAPOLIS, MINN. MAIn 0381

EDITED AND PUBLISHED BY STUDENTS OF

*Example 307*

**Letterheads.** Many high-school publications have attractive letterheads, as evidenced by those reproduced in Example 307. Such letterheads reflect pride in the paper.

## WORK SHEET NUMBER 30

*Step 1:* Make a preliminary plan for a 96-page yearbook, listing the number of pages for each division and indicating the order of the divisions.

*Step 2:* In the case of Step 1, determine the percentage of each section or division that would be devoted to pictures or art and the percentage to printed copy.

*Step 3:* Study the list of advertisers in the last issue of the school annual, and then indicate some other firms that might be approached as prospective advertisers for the issue in preparation.

*Step 4:* Present some unique innovation for the yearbook or the magazine that you have never before seen in student publications.

*Step 5:* Present in writing or in an oral report to the class a review of a good magazine article treating school yearbooks, securing the information from one of the school press journals treated in Chapter 27.

*Step 6:* Repeat the Step 5 activity, reporting on magazines rather than yearbooks.

*Step 7:* Prepare a tentative time schedule of the work that goes into the school's yearbook. For instance, selection of the staff, making a contract with the printer, taking the seniors' pictures, etc.

*Step 8:* Suggest changes that might well be made in the staff organization treated in Example 301.

*Step 9:* In this chapter have been listed 19 fundamentals of yearbook planning. Check a yearbook against the list, showing where there are differences. Would you suggest changes in any of the 19 suggestions?

*Step 10:* Examine a school magazine to determine to what extent there is good balance between the two pages that are opposite each other. Go through the entire magazine.

*Step 11:* Check a school magazine against the 9 pointers found in the chapter to determine improvements that could be made.

### ***Additional Activities***

A. *Group activities.* As a class group make a study of the typical sections or divisions found in yearbooks. First assemble a suitable number of different books from various schools, and then check them against a standard list the class has prepared, such as—faculty, seniors, sports, etc.

B. Follow the same procedure in a study of school magazines.

C. Place on the board the itemized budget of the school's yearbook and carry on a discussion of its features. This discussion might well be led by the student business manager of the yearbook.

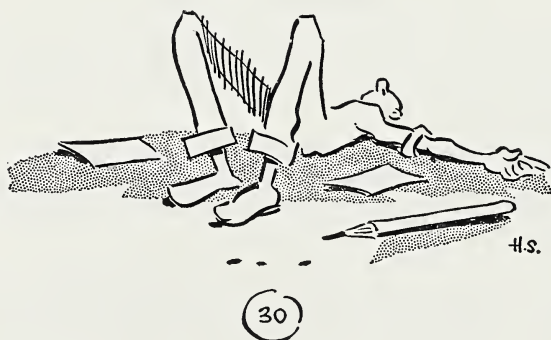


# 31. Offset, Duplicating, and other Production Approaches

## MEETING PUBLICATION COSTS

AS A REPORTER writes "30" at the close of his story, he is saying that the account is completed. But in the case of bringing to a close this story of high-school journalism, after Chapter 30 was completed there still remained on the desk some items that needed to be reported.

For instance, scattered around the room were all those offset and duplicated school papers, which had not received treatment proportionate to their standing in the world of student journalism. Also, there remained the story of how the *White Buffalo* won its fight against publication costs up in Oregon. Nor had there been included the statement about the effective management of a morgue. And the glossary of newspaper terms was still to find six pages of space in the book. Consequently—the necessity of a chapter after "30."



## THINKING HABITS

Now that you have voted for your choice of a Student Council president for next year, can you say to yourself honestly, "I voted for the person I thought was best suited for the office," or did you vote for



CONGRATULATIONS!  
Bob Gallagher  
For president!

# HI-LIFE

CONGRATULATIONS!  
Allene Johnson  
For president!

Vol. XXVI No. 62

Kane High Kane, Pennsylvania

May

## Music Groups Set For Concert

Tonight is the night! The band, orchestra and chorus concert is being held in the auditorium under the direction of Earl Stewart at 8 o'clock. Tickets are available from any student in the music department. Profits will be used for instrument replacements and entrance fee for district and state competitions.



## PROM COMMITTEES NAMED BY CARLSON

Committees for the Junior-Senior Prom have been appointed by the Prom chairman, Esther Carlson.

They include:

### PROGRAMS:

Shirley Robinson, Alfred Johnson, Shirley Peterson, Jean Scott and Virgil Nelson.

ADVERTISING: Nancy McKenna and Mary McDade.

### TABLES:

Virginia Gates, Helene Wood, Yvonne Saf, and Connie Colella.

REFRESHMENTS: Mary Loh, Shirley Swan and Jill Gale,

For SERVING: Charlotte Keller has engaged the following underclassmen: Marian Penn, Karen Galvin, Peggy Newton. Walter Keller and Ron Carlson.

Bob Magnuson, Sue Standburg and Nancy McKenna are planning the decorations and the rest of the class will help put them up.

## Eighth Grades Exhibit Projects

Eighth graders are at it again. This time they have made projects for history class which went on display yesterday. They have been working on them for weeks.

On their arrangement committee are: Harold Beck, chairman, Roberta Shaver, Harriet Wilson, George Crosson, Arley Donevan, Romaine Holland, Dorothy Weborg and Bev Scordo. Miss Sylvia Johnson is the supervisor for the projects and their history teacher.

## CO-ED TO INSTALL NEW OFFICERS

New officers will be installed tomorrow night at Co-Ed, it was announced by Mrs. Oscar Bauer today. Out-going officers are: Charlotte Popowski, president; Howie Sanford, vice president; Rheta Benson, secretary and Ronald West, treasurer.

Ron is new president; Mary MacEwen, the vice president; Mary Hess, secretary and Josie Clifford, treasurer.

Seventh graders from all grade schools are invited to attend tomorrow, since they will be part of the Junior High next year. The following week will be Senior Night but the details were incomplete as yet at deadline time.

The program is as follows:

Rosemunde Overture Schubert  
Londonderry Air Arr. Roberts  
Paul Revere Suite Allan Grant

### ORCHESTRA

Oklahoma Rodgers  
Adornatus Te Palestrina

### MIXED CHORUS

The False Prophet Scott  
He Met Her On The Stairs Levey

### GIRLS CHORUS

Waltz From Sleeping Beauty  
Strumming Tchaikowsky  
Woods

### MIXED CHORUS

Manhattan Beach Sousa  
Light Cavalry Overture Von Suppe

### BAND

Amparite Roca Texidor  
Desert Song Romberg  
King Cotton Sousa

## HURRI-KANES START LAST MILE FOR YEAR

Final step for this year's Hurri-Kane was taken Saturday when the books were sent to the bindery at Kurtz Brothers in Clearfield, Pa. Books will be distributed some time before exams but the exact day is not known.

Hi-Life, Kane, Pennsylvania, High School

Example 308

## THE DUPLICATED SCHOOL PUBLICATION

The duplicated school newspaper or magazine is commonly found in the smaller school that has not seen its way clear to finance the more expensive printed paper. The great number of such publications is recognized by the Columbia Scholastic Press Association, a special rating service having been set up in recent years to judge duplicated newspapers and magazines. The term refers to any paper or magazine that is prepared first on a typewriter and then reproduced in the school directly from the original stencil or form by a mimeograph or similar duplicating device.

**Make-up and production.** Since this type of paper is run directly from the stencil or the form that is prepared in the typewriter and then inserted in the special duplicating machine, the publication is limited in size to the machine used. Consequently, the dimensions of the page are ordinarily those of a piece of typewriting paper,  $8\frac{1}{2}$  x 11 inches. The variation in size among duplicated papers is in the number of pages not in the size of a page.

A good grade of paper enables both sides to be used, thus simulating a printed newspaper as well as saving on materials. The major problem of the staff is to secure a professional-looking product. There is no skilled printer to prepare the type and print the papers. The production is truly a student enterprise from collecting the stories to typing the pages and running the copies through the duplicating machine. Good reporting can be—and often is—lost through poor duplication. Leaders in the field of student journalism have never claimed artistic advantages for this method of production; its chief merit is economy of production.

In planning an  $8\frac{1}{2}$  x 11 page, the editors have the choice of either a two-column or a three-column make-up. The three-column make-up bears a closer resemblance to newspaper style. As revealed in Example 308, only 6 or 8 items can be artistically arranged on the first page, and stories must be short or continued to later pages. Line drawings are often used effectively.<sup>1</sup>

**Principles of reporting.** The basic principles of newswriting, as treated in the earlier chapters of this book, hold true of all types of newspapers, regardless of how they are produced. Limiting the size of a story does not limit the regard for good journalistic practice. Distinctions between the news story and the editorial, and the news story and the feature, should be just as respected in the duplicated paper as in the printed paper.

<sup>1</sup> For further production suggestions, see:

Earl C. Whitbeck, *Duplicated Publication Fundamentals*, Columbia Scholastic Press Association, New York.

*How to Plan and Publish a Mimeographed School Newspaper*, A. B. Dick Company, Chicago.







are no galley sheets. The dummy is completely planned before the copy is sent to the printer, thus eliminating one usual step. However, copy and headlines must fit the space allotted perfectly on first submission since there is no second chance for revamping. While most school papers printed by offset use a special extra-white paper, some use regular newsprint. The fine artistic and typographical results achieved by *The Audit* of Detroit, Michigan, show that newsprint can be used most advantageously. (See Example 310.) Some papers, such as *The Highlander*, Birmingham, Michigan (Example 311), have their own offset press.

*The Audit*, High School of Commerce, Detroit, Michigan, is an excellent example of the high quality of journalism that can be achieved with offset. It is a 17 x 10 inch tabloid, 6 or 8 pages, 1,050 copies an issue, published 10 times a year, offset on newsprint. The school does its own copy preparation, and the printing costs are: 6 pages, \$86.50 an issue; 8 pages, \$112.50 an issue. The last school year a total of \$744 was spent for printing, and this total was exceeded sufficiently by the revenue from subscriptions and advertising.

*The Bagpipe*, Clifford J. Scott High School, East Orange, New Jersey, publishes 9 issues a year, 16 x 11 page, 4 pages, 850 copies, at \$92 an issue. *The Rough Rider*, Roosevelt Junior High School, West Orange, New Jersey, publishes 10 issues a year, 20 x 14 page, 4 pages, 600 copies, with this budget: Printing \$1,400, photography \$90, press association dues and convention \$125, postage and incidentals \$20, total \$1,635. *The Monticello Times*, Thomas Jefferson High School, Elizabeth, New Jersey, a four-page, five-column paper, issues 1,000 copies, 10 times a year, at a cost of \$105 for printing and \$7 for photography each issue.

The National Scholastic Press Association reports only "a very light trend" toward offset paper production, the number of such papers submitted in a typical critical service representing six to eight per cent of the total. Columbia Scholastic Press Association, which draws heavily in its membership from large metropolitan areas of the East, reports a decided trend toward offset printing in such states as New Jersey and New York. There are more than 30 such school papers in the Detroit area. Quill and Scroll Society reports that there is a greater tendency for yearbooks than newspapers to shift to offset printing. Let it be said that there are advantages and disadvantages of any method of producing school publications, and the decision is one to be made by the school in question.

It would be well for any school newspaper staff, regardless of its present method of printing, to collect a number of school papers published by the offset process for comparison of the results in appearance.





## THE SMALL SCHOOL MEETS HIGH COSTS

Problems in student publication work are seldom insurmountable, and the high schools of the nation are full of success stories in this field. For instance, what happened at the Madras Union High School, in Oregon, is an outstanding example of what a small school can do if it wants a good school paper enough to work for it. The Madras paper, the *White Buffalo*, is an excellent paper, well reported and edited, and well printed. Sample pages are pictured on the next page in Example 312.

Madras is an Oregon town of 1,300 people, with a high school of only 300 students. Yet the school issues a 12-page, 4-column, printed newspaper, every two weeks throughout the school year. As many as four or five photographs and cartoons appear in each issue. How the paper recently achieved this level of success, after having almost gone out of business, is told in this series of events:<sup>1</sup>

1. The school had been publishing its 6-page, 4-column paper eight times a year. The subscription price was \$1.50 a year, with only half of the students subscribing. Advertising sold at 75 cents an inch.

2. The firm which was printing the paper announced that it would have to raise the rate considerably. Barely breaking even, the paper could not meet the raise.

3. The adviser and staff located a used printing plant that could be purchased at \$1,200. The school board agreed to pay \$650, the price of the press, and furnish a room for the equipment. The *White Buffalo* was to pay the balance. The purchase was made and the press was installed in the summer.

4. The price of the paper was cut to 75 cents and was added to the student body ticket, giving 100 per cent subscription in a student body that had reached 300. Subscriptions were sold to the alumni. Free copies for the advertisers and exchanges brought the total circulation to 500 copies.

5. The number of issues per year was doubled from eight to sixteen. The number of pages increased from six to eight, and then to ten before the first year of the new system was over. The next year the paper went to its present size of twelve pages.

6. Advertising rates were cut to 40 cents an inch, 35 cents in the case of annual contracts. Over 90 per cent of the business firms in the town advertise in the paper. The space in the paper given over to advertising represents less than 40 per cent of the total.

<sup>1</sup> Facts presented in the February-March, 1954, issue of *Quill and Scroll* by E. Howard Hillis, publication adviser at Madras, who was a moving spirit in this project.



Page 2

### FAMILIAR SIGHT "THE NIGHT HAWK"



It's a familiar sight to many of the students of the Oregon Union High School in Madras, Ore. It's the "Night Hawk" who has been seen in the streets of Madras, Ore. for many years. The "Night Hawk" is a car with a large eye on the side, and it is driven by a person who is known as "The Night Hawk". The "Night Hawk" is a car with a large eye on the side, and it is driven by a person who is known as "The Night Hawk".

Page 3

### Madras White Buffalo Basketball Squad



The Madras White Buffalo Basketball Squad is a team of students from the Oregon Union High School in Madras, Ore. The team is composed of students who are interested in basketball and who are looking for a challenge. The team is coached by a former basketball player who is now a teacher at the school. The team has been successful in many games and is looking forward to the upcoming season.

### St. Patrick's Dance Sponsored by FHA

The St. Patrick's Dance, sponsored by the Federal Housing Administration (FHA), was held at the Oregon Union High School in Madras, Ore. The dance was a great success and was attended by many students and their families. The dance was held in the school gymnasium and was a very enjoyable event. The students had a great time and the dance was a great success.

### No Fair-Weather Friends

It's a familiar sight to many of the students of the Oregon Union High School in Madras, Ore. It's the "Night Hawk" who has been seen in the streets of Madras, Ore. for many years. The "Night Hawk" is a car with a large eye on the side, and it is driven by a person who is known as "The Night Hawk". The "Night Hawk" is a car with a large eye on the side, and it is driven by a person who is known as "The Night Hawk".

### Track, A Dying Sport?

It's a familiar sight to many of the students of the Oregon Union High School in Madras, Ore. It's the "Night Hawk" who has been seen in the streets of Madras, Ore. for many years. The "Night Hawk" is a car with a large eye on the side, and it is driven by a person who is known as "The Night Hawk". The "Night Hawk" is a car with a large eye on the side, and it is driven by a person who is known as "The Night Hawk".

### Big Day Near, Prom May 7

The Big Day is near, and the Prom is set for May 7. The Prom is a very important event for the students of the Oregon Union High School in Madras, Ore. The Prom is a dance where the students can have fun and enjoy themselves. The Prom is a very important event for the students of the Oregon Union High School in Madras, Ore. The Prom is a dance where the students can have fun and enjoy themselves.

### White Buffalo Names New Staff To Take Over Year's Last Issue

The White Buffalo has named a new staff to take over the year's last issue. The new staff is composed of students who are interested in journalism and who are looking for a challenge. The new staff is composed of students who are interested in journalism and who are looking for a challenge.

### Student Body Election Names Jerry Ramsey New President; 228 Vote, Name Seven Officers

The Student Body Election has named Jerry Ramsey as the new President. Jerry received 228 votes and was elected to a one-year term. The election was held on April 15, 1944, and was a very successful event. The election was held in the school gymnasium and was a very enjoyable event. The students had a great time and the election was a great success.

### Music Department Plans Spring Concert

The Music Department is planning a Spring Concert. The concert is a very important event for the students of the Oregon Union High School in Madras, Ore. The concert is a dance where the students can have fun and enjoy themselves. The concert is a very important event for the students of the Oregon Union High School in Madras, Ore. The concert is a dance where the students can have fun and enjoy themselves.

### Jefferson Brand

Jefferson Brand is a very popular brand of jeans. The jeans are made of high-quality denim and are very comfortable to wear. The jeans are a very popular brand of jeans and are very comfortable to wear. The jeans are a very popular brand of jeans and are very comfortable to wear.

### White Buffalo Names New Staff To Take Over Year's Last Issue

The White Buffalo has named a new staff to take over the year's last issue. The new staff is composed of students who are interested in journalism and who are looking for a challenge. The new staff is composed of students who are interested in journalism and who are looking for a challenge.

### Student Awards Set For Class Day

The Student Awards are set for Class Day. The awards are given to the students who have achieved the highest grades in their classes. The awards are a very important event for the students of the Oregon Union High School in Madras, Ore. The awards are a very important event for the students of the Oregon Union High School in Madras, Ore.

## White Buffalo Madras Union High School, Madras, Oregon

Example 312

7. The work in the print shop resulted in a typography class, and the students use the paper as a practical learning project. The straight matter is set on a linotype machine in the local newspaper plant of the town. The staff purchased a used 4 x 5 press camera, and do their own photography. The annual budget for the *White Buffalo* runs something like this:

**Costs:** paper and ink \$50, linotype \$900, postage \$20, cuts \$50, total \$1,020.

**Revenue:** subscriptions \$320, advertising \$950, donations \$50, total \$1,320.

This is a story that reflects the conditions in one small town, and is not included here as the answer to the problems of other schools. Instead, it is included to show what initiative and resourcefulness can do in the field of student publications.

## THE MORGUE

**The purpose.** Sometimes the term morgue is used only with reference to the supply of cuts which are available for use in a publication. More often, however, it is used to include an accumulation not only of cuts but also of all types of information which may be needed in the publication of the paper. There is a saying among librarians that a misplaced book is lost; the same idea prevails in connection with the keeping of the material which makes up the morgue. Unless the morgue is well organized it is virtually useless.

**Art.** Cut storage is a problem even with newspapers and printing plants that are in a much better position financially to cope with the situation than the average high-school newspaper. Needless to say, some kind of drawer space is necessary. Here again, however, there is an obstacle in that if drawers are too deep or too large the weight of the cuts may break them. Supply houses can provide regular electrotypes cabinets in which the drawers are only as deep as one cut. Before you store them, it is well to take a proof of each cut on a sheet of paper and wrap each in its own proof, allowing the printed area to be visible. This protects the cuts from dirt and scratches, and particular cuts can be located more easily. If a number of drawers are available, some classification process should be instituted. For example, all signature cuts could be grouped together, all single column portraits together, and so on.

If the school paper has a staff photographer, the matter of old negatives will eventually become a problem. Naturally, these should not be destroyed. One school paper has solved the problem by making a filing cabinet the right size in which to file envelopes vertically. Each envelope contains one negative. On the envelope is indicated the subject of the shot, the date, the occasion, and any other desirable information. Then each envelope is numbered and they are filed serially. In the newsroom is a large sheet of plasterboard on which is pasted one print of each picture which is taken by the staff photographer. Each print bears a small number corresponding to the serial number on the negative envelope. In addition to lending color to the newsroom, the system makes the matter of duplicating prints a simple one.

**Files.** The school paper which comes out this week may seem to have little value after it has been read. As time goes on it becomes more and more valuable, however, because copies become increasingly scarce. Each staff should begin at once to preserve copies of its current issues for future use. One staff, while it prints its paper regularly on newsprint, has a few copies each week printed on a good quality of bond paper. These may be preserved more readily than newsprint and will not "yellow" or get brittle. The most satisfac-

tory method of preserving copies is of course by binding. The authors suggest that if you do not have bound copies of past issues you accumulate as many of your past issues as possible and bind them now, even though you do not have a complete series. Then it should become the regular duty of the exchange editor, the secretary, or some other staff member to preserve weekly copies for binding. These should be bound at the close of each year. Usually the school and city library will welcome annual bound copies as gifts.

Like other phases of high-school newspaper work, there is no limit to the extent of the school paper's filing activities. It may wish to do as most metropolitan papers do and file clippings from each issue. In general, there are three satisfactory methods for filing clippings: the file folder, the filing envelope, or the filing card on which clippings are pasted. If two copies of each issue are cut up, and each story filed under its appropriate heading, necessary material will be immediately available. Otherwise it would require a great expenditure of the reporter's time to collect this material. Specific reference might be made in connection with sports statistics. If clippings of the annual games between two rival schools are instantly available, together with the accompanying statistics, sports stories of a much more vital nature can be written. Alert student editors have found that keeping such a clipping file will save time and improve the paper.

**Current information.** Thus far, discussion of the morgue has treated mainly the accumulation of information on past events. There is just as great an opportunity in the field of current information. For example, a card file containing the names, addresses, phone numbers, grade levels, and activities of each student will be found extremely valuable. Of course, such information is always available in the school office, but the fact remains that the closer at hand the information is, the more frequently it will be used in securing such information as the correct spelling of names. Every school newspaper office should have a record of all teachers, their class schedules, the degrees they hold, and the schools which they attended. Likewise, there should be a record of all clubs and extracurricular organizations, including officers, purposes of the organization, and its membership.

## PRIDE IN YOUR WORK

Somewhere over and beyond the rules of good journalism is to be found the really good student newspaper. The extra something that makes the difference between an average paper and a sparkling one is to be found in staff interest and effort—an interest and effort that is projected into next week's issue even before this week's issue goes to press.

## NEWSPAPER TERMINOLOGY

Newspaper workers have a language all their own, terms and words that mean little to the man in the street. Included here are a number of those that should prove most helpful to the student journalist, from the standpoint of better understanding the newspaper field as well as from that of use in the school newspaper office.

*Ad*: abbreviation for *advertisement*

*Add*: additional material for a story already written or in type

*Advance*: a story of an event written before it takes place

*Assignment*: a specific story allotted to a reporter to be covered

*Bank*: one section of a headline; often called *deck*

*Banner*: a headline extending across the top of the page; streamer

*Beat*: usually called *scoop*—a story published in one paper ahead of the others

*Beat*: a particular territory to which a reporter is assigned to cover the news regularly; also *run*

*B.f.*: boldface or black-face type

*Box*: story enclosed by rules or other border; heads are also sometimes boxed

*Break (v.)*: News is said to break when it is made known for publication

*Break (n.)*: The break in a story is the point at which it is continued to another column or page

*Bulletin*: a brief telegraphic news item giving the bare essentials with no details

*Bulldog* or *bullpup*: the early edition of the Sunday paper mailed to distant points

*By-line*: a line at the beginning of a story giving the name of the person by whom it was written

*Caps*: indicates type to be set in capital letters, also known as "upper case" letters.

THIS LINE IS SET IN CAPS

*Caps and l.c.*: Capitals and lower case, indicates the main words of the head to be capitalized, all other letters to be small (lower case). This Line Is Set Caps and Lower Case

*Caps and small caps*: capitals and small capitals. THIS LINE IS SET CAPS AND SMALL CAPS

*Caption*: the heading printed over or under a cut

*Case*: a partitioned shallow box that holds type

*Chase*: a metal frame into which type and cuts are placed and locked for printing or stereotyping

*City room*: This phrase once meant the room of a newspaper office where just the city news was handled, but now it usually refers to the complete editorial room or newsroom.

*Color*: To put color into a story is to enliven it with atmosphere to create reader interest. To exaggerate the facts is to color the news.

*Column*: a vertical division of a page set off by rules. Most daily papers are eight columns wide

*Column*: a regular feature of a paper, such as Lippmann's column, or Winchell's column



*Column rule*: a rule used to separate columns

*Combination head*: blanket, spread, or canopy head. A head, the first deck of which extends over related stories, and possibly a cut

*Composing room*: the room in which the type is set in preparation for printing

*Composite story*: a story having many related incidents, each of which might be handled by a different reporter

*Condensed type*: a type face thin compared with its height, once popular in headlines but now criticized because of difficulty in reading it

*Copy*: manuscript prepared by the reporter for publication

*Copy desk*: the table at which copy is read and headlines prepared

*Copyreader*: one who works at a copy desk

*Correspondent*: a reporter working outside the city in which his paper is published

*Cover*: To cover a story is to collect all available information about the event and then to write the story

*Credit line*: a line on a story or picture acknowledging the courtesy of another publication for its use

*Crossline*: a deck of a head made up of a single line

*Crusade*: a campaign conducted by a newspaper to further a particular cause, such as a safety campaign

*Cub*: a beginning reporter

*Cut (n.)*: an engraving, etching, or wood block from which a picture is printed. A newspaper picture itself is often called a cut.

*Cut (v.)*: To cut a story is to shorten it by eliminating unnecessary words or lines.

*Cut-line*: the explanation under a cut; as the person's name

*Cutoff rule*: a metal rule used to separate stories, ads, cuts, and stories, or other composition units

*Cutoff test*: A news story that "stands the cutoff test" is one written with the least significant events at the end so that they may be cut without spoiling the effect.

*Dash*: a horizontal rule used between decks of a head and between stories

*Datebook*: an assignment editor's book in which are recorded future news events; future book

*Dateline*: the line at the beginning of a story giving the town and the date

*Dead*: said of type or copy that is of no further use

*Deadline*: the time after which no copy can be received for a particular edition

*Deck*: a division of a headline; also called *bank*

*Dingbats*: small metal ornaments occasionally used for decorative purposes, as below the streamer

*Display type*: type faces that are bolder than ordinary type, used especially in advertisements

*Distribute*: to separate and return type to the proper cases after use in a particular job

*Dogwatch*: The dogwatch or *lobster trick* refers to the small group left in a news office for emergency after the regular editions have all gone to press and the regular staff has gone home.

*Dope*: information concerning a coming event

*Down style*: a newspaper style calling for a minimum use of capital letters; opposite of *up style*

*Dress*: the make-up of a newspaper, especially the style of type and heads

*Drop-line*: a headline deck in which all lines are of equal length, each being stepped in a little farther than the previous one; sometimes called *stagger-head*

*Dummy*: a rough layout of a page, showing approximate location of all copy, heads, and cuts. See *Layout*.

*Dupe*: a story that by mistake appears twice in a paper

*Ears*: boxes, either ruled or unruled, at the upper corners of the front page, giving weather news, name of edition, or other short announcements

*Edition*: A newspaper has so many runs of the presses during a day, the papers of a run being an edition, as "home" or "final" edition.

*Editorialize*: to inject opinion into a news story

*Em*: a common unit of measurement in typography; a space the width of which is equivalent to the type height

*En*: a measure of type one half an em

*End mark* (#): used on copy to indicate end of a story

*Exchanges*: copies of papers exchanged regularly among schools

*Extra*: a special edition issued by a newspaper because of important news breaking

*Family*: A family of type is composed of all the type of a certain design. Goudy, Bodoni, and Cloister are some of the many families.

*Feature (n.)*: A feature story is not written from a news angle, but from a human interest point of view. The feature of a story is the main fact.

*Feature (v.)*: A story or a fact in a story is featured by giving it prominence.

*Filler*: stories or items of various lengths, with more than news value, kept on hand to fill space

*Flag*: the heading, usually in the upper corner of the editorial page, that gives the name of the publisher, subscription rates, and other information about the paper; also called *masthead*

*Flash*: an important news item that comes over the press wire

*Flush*: type set without being indented

*Flush left head*: a headline, each line of which starts flush with the left side of the column

*Fold*: the point at which a newspaper page is folded in half

*Folio*: the page, page number

*Follow-up*: a story giving new developments or facts about an event, at least one account of which has appeared previously

*Font*: a complete assortment of type of one size and face

*Form*: a printing job, such as a newspaper page, completely assembled and locked in a chase ready for printing

*Format*: See *dummy* and *layout*.

*Fourth Estate*: refers to the newspaper profession, the press

*Future book*: an assignment editor's book in which are recorded future news events; also *datebook*

*Galley*: a tray on which type is placed once it is set

*Galley proof*: an impression on paper of a galley of type

*Ghost writer*: a professional writer who writes stories that appear under another's name

*Grapevine*: a term given to copy on hand that can be used at an indefinite time for filler

*Guideline*: a keyword placed by a copy reader at the top of each page of a story to aid the compositor

*Half tone*: a metal plate made from a photograph, ready for printing

*Handout*: copy prepared for publication, furthering some specific interest, and given to a paper

*Hanging indention*: a deck of a head the first line of which is set flush on both sides, while all the remaining lines are indented the same distance

*Head*: headline

*Hell box*: a box in which dead type is thrown

*Hold*: an instruction on a piece of copy showing it is to be held for further notice

*Hole*: a space on a page still to be filled

*Human interest*: a story appealing to the emotions

*Indent*: to set copy in a distance from the column margin

*Insert*: additional copy to be inserted at a specific point in a story

*Interview (n.)*: a story secured by conversing with someone

*Interview (v.)*: to engage someone in conversation for the purpose of securing news

*Inverted pyramid*: a deck of a head, formed like a pyramid upside down

*Italics*: type that slants, resembling script. The newspaper terms in this list are set in italics.

*Jim dash*: a very short dash used between decks of a head

*Jump*: To continue a story to another page is to jump it.

*Jump head*: the head on the continuation

*Kill*: to destroy a story or part of one before it is published

*Layout*: the plan of a page, an ad, or other item of printing, drawn roughly as a guide

*l.c.*: abbreviation for lower case, the small letters in a printer's case

*Lead (led)*: a thin strip of metal used for spacing out lines of type

*Lead (leed)*: the first paragraph of a newspaper story

*Leader*: the editorial given first position

*Leaders*: dots or dashes used to lead the eye across the page, as .....

*Legend*: the explanation that accompanies a cut

*Legman*: the reporter who gathers the facts for a story

*Libel*: an untruth published in a paper

*Linotype*: a typesetting machine that sets solid lines from molten metal

*Lower case*: the smaller letters in a font

*Make-ready*: the preparation of a form by the pressman for printing

*Make-up*: the arrangement of stories, cuts, and heads on a page

*Masthead*: See *Flag*.

*Mat or matrix*: a papier-mâché impression of a type form, from which stereotypes are cast

*Morgue*: collection of cuts and stories in newspaper office kept for possible future use

*Must*: copy that the head of the paper has ordered must be published

*Nameplate*: the heading at the top of the front page bearing the paper's name

*News-feature*: a cross between a straight news and a feature story

*No-count head*: a headline in which no definite number of units is required and each line of which usually begins flush with the left side of the column

*Overbanner*: banner printed above the nameplate

*Overline*: the headline above a picture

*Pad*: to lengthen a story by elaboration, when the facts at hand don't merit it

*Personals*: short items about individuals, usually handled as a society-page column

*Photo*: photograph

*Pi*: a jumbled mass of type

*Play up*: to feature a certain point in a story

*Point*: the unit of measurement denoting the height of type. 10-point type is two points higher than 8-point type.

*Policy*: the paper's accepted attitude concerning public questions

*Position*: A story or cut is said to have a certain position on the page.

*Proof*: an inked impression taken from composed type for the purpose of determining errors

*Proofreader*: one who reads proof and marks errors

*Puff*: an item disguised as a news story that really furthers the business of some firm

*Q and A*: question and answer style of writing, used in stories having many questions and answers. Quotation marks are eliminated.

*Quads*: pieces of metal used for spacing in composing type

*Quoins*: wedges of metal used to fasten type in chases

*Quotes*: quotation marks. A quote story is one in which a person is frequently quoted.

*Railroad*: to hasten a story through to the press at the last moment without careful editing

*Release*: to permit a story to be published at a certain date

*Reporter*: one who gathers and writes up news for a paper

*Review*: a summary of a book, dramatic production, etc., written for a newspaper

*Rewrite*: a story rewritten from another published story. The one doing this work is a *rewrite man*.

*Rule*: a strip of metal with a line as its face used in composition

*Run*: a specified route a reporter must take daily for gathering news

*Run-around*: the continuation of a story around a cut that is narrow enough to permit type to be set beside it.

*Scoop*: a story appearing in one paper before the others get it

*Sig cut*: cut of signature or name of firm

*Slug*: a line of type set on a linotype machine

*Sob story*: a story that appeals to the reader's sympathy

*Solid*: Type set without leading is set solid.

*Spacing*: the amount of white space between letters or lines of type

*Spot news*: stories that break unexpectedly

*Staff*: the personnel that gets out a paper

*Standing*: refers to type that is left standing to be used again



- Stet*: written on copy that has been marked for change to indicate that it is to be left as it originally was
- Stick*: a small hand tray used for setting type
- Stone*: a steel- or stone-top table on which a printer makes up the pages of a paper
- Streamer*: See *Banner*.
- Stylebook*: the printed set of grammatical and typographical rules that a paper has adopted for the sake of uniformity
- Subhead*: one-line inserts, frequently boldface, used to break up a long story
- Suspended interest*: A story is said to have suspended interest when the writer intentionally does not satisfy the reader's curiosity until late in the lead or the story.
- Take*: the portion of a story given to the compositor at one time
- Thirty (30)*: used at the end of a news story to indicate completion. The origin of the term is uncertain.
- Tie-in*: the section of a follow-up story that tells the reader what has gone before
- Time copy*: copy that can be used later, sometimes marked A.O.T.—any old time
- Tombstone heads*: also called *bumped heads*; heads of the same style and type placed side by side, and thus confusing to read
- Upper case*: capital letters
- Up style*: a style calling for an extensive use of capitals: opposite of *down style*
- W.f.*: a proofreader's mark to indicate wrong font, style, or size of letter used
- Widow*: a line containing less than a full line of type appearing at the top of a column or page—considered bad typography
- Yellow journalism*: the practice of coloring the news to make a sensational appeal to public interest

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